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# The College Physical Education Ass'n

## FIFTY-THIRD ANNUAL PROCEEDINGS, 1950

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L. Carroll Adams, Secretary-Treasurer

Columbia College, Columbia University — New York 27, N. Y.

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## The President's Address

# BREAKERS AHEAD

Louis F. Keller
*University of Minnesota*

The College Physical Education Association, founded under the title "The College Gymnasium Directors Society" in 1897 by a very small but at the same time influential group of men, has come a long way and accomplished many worthwhile things during the fifty-two years of its existence. Its roll of members has from the beginning been filled with names of men who have been and still are making history in the physical education world. One needs but to read the list of Presidents for the first fifteen years to realize that the organization began on sound footing. The names of Seaver, Sargent, Anderson, McKenzie, Phillips, W. L. Savage, Meylan, Storey, Stagg, Leonard, Lambeth, Naismith, C. W. Savage, Young, and Raycroft are synonomous with the history of physical education in colleges. These men, and those who have followed them as officers, and other members of the Association have been noted for their good judgment and ability to keep an even keel.

The Association has grown a great deal since the original nine gave it its start until we now have approximately 500 members. We have, I believe, reached the point where we can, as an Association and as individual members, do much toward promoting the objective of the organization, which, as stated by the Constitution, is "the advancement of all phases of college health and physical education." And I should like to call to your attention the term "all phases" which, I assume, means just that. As a group or as individuals, we are not confining ourselves to any particular speciality, but are interested in every part of the college program.

Until a year ago we habitually met with the National Collegiate Athletic Association, and our programs were dovetailed and shared. This was only natural for our interests were common. Because the NCAA met last year at a time and place that did not seem to be appropriate for our organization, the Executive Council decided to meet separately. Again this year, after a poll of the membership, it was decided to hold our own meeting. This decision was taken mainly because the NCAA meetings were scheduled at a time when a large group of our membership could not be away from their jobs. In making the decision this year, the Executive Council indicated that whenever it was possible and feasible the College Physical Education Association should meet jointly with the NCAA.

I am fearful that this apparent separation might convey a misconception. It might appear as though the CPEA is not concerned with

athletic programs and that the term "physical education" in our title is narrow in scope. I believe this is far from the fact. Our members are interested in all phases of physical education intramural, required class work, teacher education, or intercollegiate athletics. In my opinion, it will be a sorry day when the segments of our program become isolated. It is essential that we maintain a united front.

That we are continually facing problems in all areas is certainly true, but I believe in two of these areas there are real "breakers ahead." It will require the work of steady pilots and intelligent navigators to bring us safely through the rough waters. I refer to the areas of teacher education and intercollegiate athletics.

Teacher training programs in physical education have sprung up like mushrooms in the past two decades, and I fear many of them have been initiated mainly for the purpose of attracting young men to bolster athletic teams rather than for furnishing good physical education teachers for our schools. The number of men with majors in physical education graduating from our institutions far exceeds the demand. One national study reveals that 6,048 men were graduated in 1949 from physical education curricula. This is four times the number turned out in 1941, and is almost double the number of teachers that the schools can absorb.

Another disturbing element of this problem is the fact that many of these prospective teachers are poorly trained. At the same time they can qualify for teaching certificates, and are being employed by our school administrators. Two years ago a group of leading men and women met at Jackson's Mill, West Virginia, for the purpose of setting up standards for the training of teachers in the field of health, physical education, and recreation. The CPEA was one of the sponsors of this conference. The group did an excellent job and gave us workable standards which have been published and widely circulated. The members of the Association can do much for our profession, if they will make every effort to see to it that these standards of staff, facilities, and curriculum are accepted as criteria for teacher education programs. This along with some intelligent selection or screening process will help in a great measure to upgrade our school programs in physical education.

Tomorrow morning at the intercollegiate athletics section meeting a panel discussion of the NCAA "sanity code" will take place. As we all know, this code is an attempt on the part of many sincere fellow members of our profession to make a "last-ditch" stand to save our intercollegiate athletic program. In this area, the "breakers ahead" are rough. Next month at the meeting of the NCAA in New York the real test as to whether or not intercollegiate athletics can be carried on in a sane manner will take place. We, as members of college physical education staffs, should be vitally concerned with this situation. If we believe competitive athletics is an important area of our physical education program, and I believe we all do, it behooves us to do all we can to save it for our future generations.

Doubtless some will say that these problems are found only in the large institutions, but I say to you gentlemen, that is not true. Many of the so-called evils of athletics are creeping insidiously into our entire college world, and if allowed to expand and develop will in the end undermine our whole athletic structure.

It is, however, a problem that can be met and solved if we are willing to face it squarely and honestly. We, as members of an organization which has for fifty-three years been composed of men of integrity, can do a great deal toward bringing the boat through the "breakers ahead."

# EDUCATION AND INTERNATIONAL AFFAIRS

Donald P. Cottrell
*The Ohio State University*

It would seem not too difficult for a group of professional educators, such as ourselves, to agree upon the essential propositions which underlie our work in relation to the international situation. We have long since come to look upon education in the schools and colleges as an instrument whereby the social culture may more perfectly be organized and continuously be reconstructed in terms of the conditions confronting each generation. There are few people today who fail to see the unity and interdependence of the domestic and international or worldwide conditions and problems of the present generation in the United States. It does not seem difficult to persuade our people that our times impress upon us all the necessity of a fundamental moral choice, with respect to the character of the community in which we hope to live out our lives and the conception of the individual which we desire to apply in our programs of education and thereby to create in our community.

The issue in this moral choice is an old one, but today it has taken on the embellishment of new terminology. Once men of the Western World were asked to choose between freedom and despotism. This particular way of phrasing the issue may not be entirely obsolete today, since we still have kings by Divine right, but most such rulers have been brought within the controlling framework of popular constitutions. Perhaps it is more meaningful for us to describe the choice before us as one between democracy and totalitarianism. We are confronted with the simple questions as to whether we wish to build a community in which the individual citizen shall both share in the determination of policy in his government and be respected as a person inviolable and precious. Totalitarian government follows opposite principles, and we must appraise them and their consequences most carefully, if we are to preserve our heritage and our birthright of democratic freedom.

Obviously this problem of the preservation of democracy in the world today is not so simple as merely to establish the hegemony of one or more democratic states in the world of nations. On the contrary, the problem is one of establishing the principle of democracy in all states, even those traditionally associated with the free world. The threat of totalitarianism exists not only in some Russian and kindred sources; it exists also from conditions and groups within democratic states.

There can be no doubt as to how we in America, in theory at least, would like to resolve the issue. We choose, and indeed have long ago chosen, to work for democracy. The question still remains, however,

as to how we are to conceive our democracy in the practical world of affairs, political, educational, social, etc., and as to how we are constructively to work for democracy. We have some hard thinking and work to do in order to make our position firm and tenable.

In order to see the choice before us more clearly, possibly we should look at the issue as it is seen by ordinary men in many different parts of the world. It would be quite revealing to us, in all probability, if we could know what goes on in the mind of the Chinese farmer or businessman who today has acquiesced in the rule of the Communist bureaucracy. We would undoubtedly get new light upon the issue, if we were able to discuss it with an industrial worker in the Soviet Union who has perhaps throughout his life been subjected to the withering propaganda of his government with respect to the evils of Western imperialism and the so-called bourgeois states. Why does his government say these things about us? How does life under such a government look to such a typical Russian? We would undoubtedly profit by acquaintance with a Filipino rice farmer or village merchant who has lived under the American flag for nearly fifty years and whose own present independent government lives under the shadow of the threat of communist infiltration and conquest everyday. We could do well to inquire of a German businessman as to his views on democracy. His own country has made abortive attempts to practice it, and he has been subjected through twelve long years of Hitler to the unbelievable degradation of totalitarianism. Why have the Germans failed so repeatedly to follow democratic precepts? In these and many other foreign countries we could learn much about democracy. Indeed, very likely we could learn a good deal if we were to inquire into the thinking of many ordinary citizens here in the United States.

It does not seem readily possible for many of us to make the acquaintance of these other citizens of the world for such a purpose. It is, however, of the utmost importance that professional educators devise some means whereby they can become aware of the different conceptions of democracy that are held by people living under different conditions throughout the world. Only by such inquiry can we develop both the critical intelligence necessary to devise appropriate measures for our own community and the profound loyalty and devotion to free government which Americans are in a position to hold, and indeed must hold, if their own cause of freedom is to be sustained in this perilous age.

What can American education do to develop a better concept of democracy and to assist children, youth, and adults to work for the preservation and extension of democracy? Three specific measures as follows would seem to promise constructive results:

1. We should bring into the program of our schools, much more fully than we have done, the actual content of events, forces, and issues relating to the current world scene. Only by this means can our people have the foundation of fact upon which to build intelligent action.

2. We should see to it that everywhere in educational institutions the principles of democracy to which we adhere theoretically are applied in action. Schools can be vivid experiences of democratic living for their members. Through such experiences people can bring the concept of democracy out of the realm of pure theory and into range of everyday reality. Education should be made an instrument for the teaching of democratic behavior in both theory and practice.
3. Educational institutions should increasingly join forces with the community, including all of its agencies and institutions, in order that experience in schools may have the ring of reality, and furthermore, in order that the affairs of the community may increasingly be conducted with educational values in view.

What can American citizens and the American nation do about the business of making democracy more intelligible and more firmly established in the world? Four courses of action, as follows, commend themselves to citizens in terms of general public policy:

1. Our community must keep strong, psychologically, and morally, as well as in a military sense. Indispensable as military strength now seems to be for a nation that would resist the continuous onslaught of totalitarian groups and forces, such strength is of little avail unless it is buttressed by a people united in their basic conception of human nature and in their will to act on principle, with moral responsibility for their actions.
2. We should think through much more realistically than we have done the actual position of the United States today in relation to the world of nations and peoples. Our foreign policy has repeatedly sustained what appears to the ordinary citizen as unnecessary and unwarranted rebuff from other nations, when viewed in the perspective of recent history. Why should the United States have become a party even passively to the expansion of the Soviet sphere of influence deep into vast reaches of the Orient? We did not will it so, but it became so, very largely because we did not know enough about the Orient and how to deal with the problems arising there.
3. We should determine that wherever the American flag is carried in the realm of diplomacy and international relations it should be seen as the symbol of a people ready and determined to act in terms of basic principles rather than in terms of opportunism. This policy equally affects the formal political and economic relations of our country abroad and the subtler and perhaps even more important cultural relations. In too many parts of the world today people from even friendly national backgrounds are misunderstanding the meaning of American democracy and misinterpreting it to their fellows, simply because they have not become convinced that our action always and invariably is calculated to carry out the principles embodied in our own constitution and fundamental law. To the extent that such people are justified in this misinterpretation, our

foreign relations have failed to express the true meaning of our society and, I believe, the true intentions of our people.

4. In this day and age when wars seem to be bred most fundamentally by poverty, disease, and ignorance, we should make available the resources which have become commonplace to us in the fields of technical knowledge and inventive and commercial skill. We know enough to forestall war, and we should permit our knowledge to be used by those peoples in the world whose standards of production and consumption are so limited that distress among them yields only defeat of their innermost souls in coping with the conditions of contemporary life.

In the above ways, and perhaps through many other specific means, the cause of democracy in the world may measurably be advanced during our lifetime. The job is one for the whole community, and education has a magnificent opportunity to contribute to its prosecution. This kind of work will call for many modifications in traditional educational practice. It will call for the subordination of narrow specialization among us and the uniting of our hands in the most important common cause of our generation.

# ASPECTS OF VISUAL PERCEPTION AND THEIR RELATIONSHIP TO MOTOR ACTIVITY

Hoyt L. Sherman
*The Ohio State University*

Inasmuch as the background represented here is one principally of Rembrandt and Cezanne and not that of kinesiology and psychology, it may appear at first as somewhat "out of drawing." For this reason, may I prevail upon you to bear with me until at least the vocabulary becomes familiar to you. Coming from such a background, I should initiate these comments with numerous qualifications; but time does not permit, so the picture will be painted broadly.

Briefly, these comments have their origin in a concern over a number of years, with the nature of visual form as it has appeared in the works of significant artists. By 1942, sufficient conclusions were reached that formed the basis for a visual training experiment that will be the subject for this discussion. Although the experiment used the activity of seeing and drawing as its basic operation, its objective was twofold. Principally, it was concerned with the relationship of seeing to motor activity; secondly, it was concerned with the improvement of visual capacities through the practice of such an activity. This was particularly important since the motivation for the conducting of the experiment at this time was due to war-time necessities. It was held that such training would be an effective way to improve the capacities in vision most useful to the aviator.

The subjects engaged in this experiment were students who volunteered from the various fields of specialization in the University, with no previous experience or current interest in the Arts. Typical of the group were the varsity baseball pitcher, the psychology major, and an industrial arts student.

The essential nature of the experiment was that of having the subjects draw, in total darkness, from patterns flashed on a screen for one-tenth of a second. Before we examine the underlying assumptions, let us take a few moments to experience the activity. The slides show the arrangement of the projection bridge, drawing stands, and screens in our present flash laboratory. The assumptions are as follows:

1. The Perceptual Aspects.
   A. "How" the subject saw was of prime importance. In other words, proper integration of the visual cues would tend to make automatic and accurate the motor act (the drawing act). The "proper integration" is the seeing with perceptual unity, and it is basic to the entire operation.
   B. Peripheral vision was more important than central vision.
      (1) Peripheral vision being sensitive to the more gross aspect of

visual cues, namely position and mass (size); whereas central vision concerns itself more with identification, analysis, and detail--thus is more critical and tends to lead to reflection and association, not to immediate action. (2) The integration of the peripheral cues establishes the requisite field relationship. (In making a painting, Cezanne's initial concern was with the peripheral cues.)

C. Binocular vision, normally used in making depth judgments through the convergence of the two eyes was not related to our purpose. Needed was seeing with both eyes looking toward infinity--that is, seeing with a parallel stare, or non-convergence. Our purpose was not to make depth judgments "out there"--but to get the depth "out there" translated to the plane of the drawing paper. Furthermore, this suppression of binocular vision is readily understood in that binocular vision does not disclose to us absolute distance. It is not very effective at distances beyond twenty feet.

D. Assuming peripheral vision to be important, the subject would be at an advantage if he were dark adapted for, and during the training session, since the dark-adapted retina is a thousand times more sensitive to nuances of light and dark than the light-adapted retina.

2. Aspects of the Stimulus Pattern.

A. The presentation sequence of the pattern during a single session and from day to day was organized: quantitatively, from the single to the multiple pattern; qualitatively, from the gross to the refined. This presentation order provided for a free and relaxed motor response in the initial stages of the training, progressively creating a more precise motor demand toward the end of the training. Specifically, the patterns were designed to respect the order of significance of the spatial cues, position, size, and brightness. Throughout the training, variety was of the essence, in that no one pattern was exposed twice to the subjects.

B. The stimulus pattern was shown at a large scale to make for a more free and dynamic motor response (empathy). The actual size of projected pattern was 14' x 18'. It is generally known that visual acuity is greater when viewing a large target at a given distance than when viewing a small target whose size and distance viewed is directly proportional to the size and distance of the large target.

C. To effect the underlying principle of seeing with perceptual unity, the stimulus pattern was to be exposed for only one-tenth of a second. This flash exposure effects the following:

(1) Prevents eye movement, requisite to seeing stimulus patterns as a whole.

(2) Heightens the necessary set or expectancy to see in contrast to casual viewing. The importance of the set cannot be

underestimated in vision since so much of seeing takes place before the act. This has further affirmation in a cogent statement of Adelbert Ames, Director of the Hanover Institute. He said, "what is in consciousness is dependent on the purpose of the moment."

3. Motor Response.
Inasmuch as the chief aim in this operation was seeing with perceptual unity, it follows that the motor act must continue in the same vein; that the motor components which bear the burden in this action must assume their proper roles, not only spatially, but also temporarily in order for integration and realization to take place. This was provided for by having the subject work in total darkness. In this environment, the "eyes" were unable to "guide" the hand. The directive for action came from the total image structured in consciousness. Such a condition forced the motor and the tactile senses to be more explicit in the act of realization. The subject was made to feel for the relationship. The image structured in consciousness, the motor and the tactile sense were integrated through projection by action. Visual, motor, and tactile unity were maintained. To aid in temporal organization, music was played during the training session in order to provide a background for rhythm.

4. The Environment.
The total darkness effected the following:

1. Shut out all conflicting stimuli before and after the exposure of the pattern.
2. Heightened the set. Since consciousness is so much a state of imagery, total darkness creates a powerful expectancy.
3. Heightened the integration of the motor and tactile sense by giving them no choice in their respective role playing--and by making their common purpose explicit.
4. Progressively increased the subject's peripheral sensitivity by maintaining a state of dark adaptation throughout the training session.
5. Isolated the individual and thus gave him a sense of security in that his failures were not being watched. Mistakes were made freely. Mistake-making is as important in the process of learning as getting the answer. Through the awareness and the acceptance of the mistake one approximates toward the full realization.

The instructions given to the subjects were at a minimum. They were as follows: Stay relaxed--look straight ahead in the general direction of the screen. Do not anticipate the positions of the patterns to be projected. Be set to see the total field while alerted for the particular. Immediately following the flash exposure, do not analyze the image; do not count the patterns, but continue to dwell on it as it is

totally structured in your mind. Draw directly and rhythmically, always with the conviction that you are right. If you maintain the image as a whole, the hand will take care of itself!

The experiment was conducted for some twenty-two periods using twenty exposures per period. Although the daily laboratory time consumed approximately twenty minutes, and there were some twenty-two training sessions, actually the seeing time, at one-tenth second exposure per pattern, was remarkably short, being the total of only forty seconds for the entire training program. Certainly this is an amazingly short time in which to learn anything--by seeing. The results obtained, however, confirm the efficacy of our basic assumptions. The drawings produced by experimental subjects were remarkable--and the gains made in the visual acuity capacities were significant. Particularly significant was the gain shown in peripheral acuity.[1]

From these assumptions, one can readily see why at the time of the experiment my colleagues referred to the operation as the "school of viscera." One of these colleagues was Dr. Delbert Oberteuffer. It was through his sympathetic interest that recently he was able to interest the varsity coaching staff in an experimental application of this training procedure to some of the visual-motor problems involved in playing the game. It is from this "school of viscera" that I now attempt a transfer to your particular interest.

Briefly, the training procedure was used with a selected group of "backs" and "ends" under the leadership of Esco Sarkkinen, Assistant Varsity Football Coach. Collaborating as official observer and evaluator was Professor Robert Kretchmar, Men's Division, Physical Education. Carrol Widdoes, Assistant Varsity Football Coach, was also present as an adviser.

The purpose of this training was to use the drawing act as a seeing-motor act instrumental to the increasing of the subject's capacity in the following:

1. Seeing with perceptual unity.
2. Using peripheral vision.
3. Increasing attention span.
4. Maintaining a complex field of cues as a unit in consciousness while acting upon any given cue within the field.

Somewhat redundant, but as a matter of emphasis, an examination of the above objectives in relationship to normal perceptual habits will disclose that these requisites are not common to everyday routine experience. One tends to see principally with central vision, and consequently, to single out the subjects under consideration. That is, one sees disjunctively, and not as wholes. Obviously, these habits are not

1. Dr. Glenn Fry, Director of the School of Optometry, administered pre and post testing to the subjects in the various acuities. For full account of the training methodology and the results of this experiment, see *Drawing by Seeing*, Hoyt L. Sherman, with the collaboration of Ross L. Mooney and Glenn A. Fry: Hayes, Hinds, and Eldridge, New York.

the ones that afford perceptual security in the game situation.

The training procedure was similar in routine to the one used in the original experiment. There were a few variations that made for a more ready transfer from the abstraction to the concretion; i.e., from the flash laboratory to the game situation.

To facilitate exposition and to move from the laboratory to the playing field, let us take a typical action in the game situation to examine the applicability of our principles controlling the act of seeing-drawing.

In the problem of forward passing, we have one that is most inclusive, in that it demands an over-all visual alertness as well as the capacity to judge space with accuracy. The passer must be able simultaneously to judge the position-direction of the immediate foreground cues, namely, the line of scrimmage, his interference, and the onrushing tacklers while spotting the intended receiver. He not only has to spot the number-one intended receiver, but be able to turn instantly to a second choice in case the number-one choice is covered. As a last resort, he may be forced to run with the ball, and thus he must have under consideration at all times the emerging openings in the play. In observing for the act of throwing, he must be secure in judging the direction-distance, and speed of his receiver. It is all too obvious that the passer should be able to watch the total field of unfolding action.

How is it that such a complex judgment can be made so swiftly, accurately, and easily, by the competent passer?

We don't presume to have all the answers, but in the following demonstration some of the factors as they relate to our original assumptions and as they are interrelated as revealed.

A mask was devised for training forward passers. There are several variations in its use, but time does not permit demonstration of all of them. One use of the mask is as follows:

The mask is placed over the passer's helmet, flap down. In front of the passer are four pass receivers wearing different colored jerseys. The passer is assigned a receiver in terms of a colored jersey. The four receivers are then set in motion to run a prearranged pattern unknown to the passer. When the receivers have reached a given distance, the attendant jerks the string to flash the flap. In this brief exposure, the passer gets a fleeting but integrated view of all four pass receivers in motion. The flap falls, and he throws blindfolded to his assigned color. Then, to his surprise, his judgment was good, the ball connects. With practice, his accuracy becomes quite reliable.

For this pass completion, the initial perceptual judgment must have a high degree of accuracy, and the subsequent action must have been accompanied with a strong degree of internal motor feeling, since the passer was not able to look at the target in the act of throwing. The single impression from the flash exposure was his only directive.

Let us look at the factors involved in this operation, noting how these factors are directly related to the original assumptions underlying the visual training experiment.

1. With the flap down, prior to the exposure, the subject had no target on which to converge; thus, binocular vision, or stereopsis, was suppressed. Furthermore, in the brief exposure with the flash of the flap there was little or no time for binocular adaptation, since it takes approximately three-tenths of a second to achieve stereopsis. (And as you remember, depth judgments made via binocular vision gives us only relative distances--and is not effective at the distance required in an average forward pass.) There is only one conclusion: The passer was relating himself to his assigned pass receiver as structured in the total field consisting of the four receivers in motion. In seeing the four pass receivers as a whole, he was seeing with perceptual unity. With the flap down, while throwing, he was forced to act on a single integrated impression. The act of motor realization was made internal--it had to be felt--therefore, unity in the continuum of seeing and throwing was maintained throughout the cycle. Thus, as we saw in seeing and drawing, it is the automatic and instantaneous integration of the external cues as the directive for the action that makes for accuracy in forward passing.
2. Analysis of this perceptual integration reveals a most important aspect of perceptual unity. It is that when a field of cues is seen with unity, the individual effects of a particular type of cue is more pronounced. Thus, integration serves not only to unify, but it also heightens the unique properties of the component parts. In the game, this appears as follows:
   a. The cues indicating the direction (position) and the apparent size of a given player are more meaningful--in that the direction--distance (apparent size) is seen as relative to the remaining field of players. Thus by comparison, the spatial aspects of any given player are heightened.
   b. In the same way, the seeing of the total field heightens the effect of overlay. (That cue that tells the perceiver that an object is in front of another object, if the one appears to overlap the other.)
   c. The most important cue, however, that the passer uses is the one where motion is involved (motion parallax). This is the cue that reveals itself through the apparent difference in the rate of angular speed of objects in the foreground, in contrast to the objects in the distance. Example: to the passer, the oncoming tackler appears to be moving faster than the distant pass receiver.
   d. Last, but not least, the more elements that the passer can see at a given moment, the less he needs to move his eyes (shift his fixation). It is known that one is twice as sensitive to apparent motion when the eye is held still in viewing. (This was taken advantage of in the flash of the flap--the eye did not have time to move.)

In summarizing, we see that the fleeting glimpse afforded the passer integrated the total field of action, and in doing so, created the

maximum effect in the cues by which one relates oneself to externality. It might be said that the degree of security in action is directly related to the number of cues an individual is able to integrate at a given moment.

In continuing to examine the perceptual structuring of the field relationship for action, we have a demonstration of the figure-ground concept--where figure is the intended pass receiver and ground is the remaining elements of the field of players, (chalk lines, goal posts, stadium, etc.). In this perceptual structure, we see the pass receiver, or figure, as that which must be principle in consciousness for the execution of the act. It is just this requisite primacy the figure demands that causes one to suppress attention to the remaining elements constituting ground. Accepting this as typical, it seems to imply that the most effective perceptual approach to the passer's problems is one, first, of securely structuring in consciousness the ground in which the pass receiver is to emerge. Thus, one might say that the passer's security is directly related to his capacity to hold the total complex field of moving relationships in which he will automatically structure the direction-distance of the emerging figure--the intended pass receiver.

The figure-ground concept returns to one of our principal assumptions: that is the significance of peripheral vision. It is in the degree of the realization of the peripheral cues that we establish the ground in which the figure is to emerge.

In order that we may see more clearly how certain of the assumptions lend themselves to an analysis of the unique demands of a particular sport, let us briefly examine the problem of the golfer. It is realized that there are many factors involved in playing golf besides hitting the ball, but let us examine some of the visual-motor aspects of the process.

> What does one do when one is "keeping the eye on the ball?"
> What is the body doing in the act of addressing the ball?
> Why is it necessary to hold the head still?

From this point of view, the following interpretations are in order. The act of addressing the ball is largely one of establishing the distance from the player to the ball through motor-tactile orientation. This simply means that the distance between the pivot point--out through the arm, hand, shaft, and club-head to the ball is the distance to be respected. It is not a seen distance. It follows that the directive, "keep your head" still is the device by which this motor-tactile distance is to be maintained throughout the swing. "Keeping the eye on the ball" insures stability in the head, thus maintaining the addressed motor tactile distance. Now the principle visual role of the eye is to maintain the proper direction of the ball relative to the golfer. In accepting the essential role of the eye as that of establishing and maintaining direction, one is faced with the simple question, "How does one see direction securely?" This is particularly difficult when

one is dealing with a single small point in space. This difficulty is effectively demonstrated in the well-known phenomena of the apparent instability of a single point of light in a darkened room.[2] The point appears to move in many directions. The reason for this apparent instability of a single point of light is due to the fact that the darkness suppresses the ground, or peripheral cues. Cezanne was well aware of this when he said, in laying his finger on his nose, "This way I see the planes more effectively."

On the basis of this, the directive to the beginning golfer should be, "Keep your mind-eye on the fairway--on your feet--on the grass surrounding the ball--on the ball.

In the golf operation, we have seen the initial contact with the ball, through the club-head, as a means for establishing a basic relationship between the player and the ball. In this tactile-motor addressing of the ball, we see a parallel to the tactile-motor orientation of the paper as used in the training for drawing. In both cases it was a principal means for realization.

Next, let us look at a condition that is somewhat in reverse of that of the golfer--the problem of the batter, where the ball is in motion and the player is standing still. Essentially, the batter's problem lies in being able to judge the position of the ball as it relates to that very limited space known as the "sweet part of the bat."[3]

It is generally known that good batters often complain of the mass of white shirts in the bleachers that are in their line of sight as they are viewing the pitcher; whereas, the amateur batter is totally unaware of the presence of such cues. It is also common for the batter to keep his eye on the pitcher's hand as the point of departure for the pitched ball.

The above can mean only one thing: the competent batter is one who is perceptually secure in the ground cues through which the pitched ball--the figure--emerges. Specifically, what does this mean?

Analysis reveals the following:

The constant aspects are (1) the distance from the pitcher to the batter, (2) the change in the apparent size of the ball. Moving toward the batter it appears progressively larger. This means that at any given moment the apparent size of the ball is a most reliable cue to determining the distance the ball is from the batter. (The difficulty one experiences in seeing this apparent size cue is due to the tendency to see the ball as constant in size.) (3) In order for the ball to cross the plate it must always appear to the batter to be moving away from him, to the right if he is right handed, and to the left if he is left handed. This means that, for the batter to make an accurate judgment of this

2. One of the Hanover units in the Visual Demonstration Center.

3. These conclusions have been reached after an enlightening session with Floyd Stahl, the Varsity Baseball Coach.

"dimension." he must see its in-out and up-down position, i.e., direction, as related to the peripheral cues. (Extensions of his own body, the pitcher, the bleachers, etc.) The integration of the ball's apparent size and its direction in relationship to the peripheral cues, affords the basis for this accurate judgment.

In doing this, the batter does not follow the ball with the pursuit movement of the eye, but he assumes a directional locus for the fixation--probably the pitcher's hand. Mastering this he commands the relative position and speed of the ball, as it emerges in the field cues in terms of its apparent size--and rate of change in its apparent speed.

At this point, a short demonstration of the training film used with the football group is appropriate. It is particularly important here, since the film showing change in size, effectively demonstrates the significance of the batter's capacity to observe the change in apparent size of the pitched ball, as a cue to the speed and the distance of the ball. These films were used in addition to the still patterns, to emphasize and train to judge a field of motion without eye movement. The patterns depicting position, size, and brightness with respect to motion--are animations, 16 mm film, exposed for approximately one-third of a second.

In closing, may I return to the Arts for a final comment concerning the importance of the figure-ground relationship, to wit:

That brown smear in the background of a Rembrandt painting was as important to Rembrandt in the making of the painting as the brush stroke that created the eye of the portrait. The ability to hold in consciousness a complex set of relations, with their necessarily ordered values, while acting on a given point, is a mark of leadership in any field.

# THE EMORY UNIVERSITY GYMNASIUM - AN EVALUATION

Thomas E. McDonough
*Emory University*

The Emory University Gymnasium was occupied November 1, 1948. Dedication Exercises were held November 4 and 5, 1949. The structure is made of steel, concrete, brick, and cinder block, covered with stucco, with a corrugated iron roof. The steel frame is a standard converted air plane hanger. The dimensions overall, including side sheds, are 140 feet wide and 260 feet long, with a 22 foot ceiling in the main gymnasium, 26 foot ceiling in the swimming pool, and 12 foot ceilings in the sheds which house offices, classrooms, locker rooms, and special exercise rooms. The pool, main gymnasium, and handball courts are lighted and ventilated by windows eighteen feet above the floor and flush with the ceiling. Artificial lighting is made up of light fixtures flush with the ceiling; the candle power being 25 candles four feet from the floor and the surface of the pool. Catwalks have been installed above the lighted areas so that fixtures can be easily removed and bulbs replaced.

The maple floor in the main gymasium is on a firm foundation; nine inches of rock covered with asphalt and rolled; two-by-four sleepers on twelve inch centers treated with creosote, and a pine sub floor treated with creosote. An air vent covered with an angle iron circumvents the whole gymnasium floor area. Heating for the building is provided through the use of unit heaters placed at strategic locations along the two sides of the building from which warm air is blown into the playing areas. Heat is generated and distributed from a central heating gas plant.

There are four main entrances to the building through the ground floor of four towers. The towers are 20 x 20 feet square and are two stories high. The primary purpose of the towers is to blend the exterior architectural pattern of this building into the general and overall architectural design and beauty of other buildings on the campus. The second stories of these towers provide space for offices and equipment storage.

Preliminary plans for the building and the selection of a suitable site were executed by a faculty committee. It was necessary, due to lack of a substantial sum of money, to plan a plant which was of light, economical construction, flexible, functional, with low maintenance costs, and of simple design. The selection of a standard prefabricated air plane hanger resulted, and an order was placed for it before architects were consulted. The construction of the building was carried on by the University without the aid of a general contractor. Sub contracts were let for the swimming pool, heating, and electricity.

The total cost of the building was $364,456.00. The swimming pool

construction, including filters, labor, etc., was $65,787.00. The cost per square foot of floor space was approximately $7.00. The cost per cubic foot was .20.

The building contains 40,000 square feet of functional floor space. The structure was planned as an integrated physical education instructional unit to serve the vast majority of students on the Emory campus. The following features have been incorporated in the structure:

1. Gymnasium, 160' x 100' x 11', three basketball courts, five badminton courts, three volleyball courts, and standard gymnastic equipment.
2. Swimming pool, 45' x 90', single spoon construction, depths 3-1/2' to 4-1/2' to 12' to 10'. Moveable bulkhead for competition, two one-meter diving boards and one three-meter diving board, underwater observation window, spacious decks and 26-foot ceiling, glass brick windows, breeze windows near ceiling on three sides of pool, moveable wooden partition separating gymnasium and pool (500 spectators may sit in gymnasium on moveable folding bleachers and view swimming meets in comparative comfort). Control room for treatment of water contains four 90-inch sand filters, a chlorinator, proportioners for alum and soda, hot water tanks, and water heater. Pool capacity is 210,000 gallons of water which is filtered every six hours.
3. Four four-walled handball courts, 22' x 40' x 22', forced air ventilation.
4. Three classrooms, alternately utilized as testing and visual aids laboratories.
5. An office suite--four rooms 12' x 15', a large work and reception room.
6. Four tower rooms, 24' x 24', utilized as offices, equipment room, and lounge.
7. Three locker rooms--1,000 lockers, two gear rooms, and three shower rooms.
8. Laundry, rotary washer, centrifical dryer, and steam dryer.
9. Snack bar, athletic equipment store.
10. Special exercise room--weight lifting, striking bags, stall bars, pulley weights, and other body building equipment.

The principles set forth in the book, *College Facilities for Physical Education, Health Education, and Recreation,*[1] were utilized as a guide in the planning and execution of the structure. A few of the most pertinant principles shall be utilized as guides in making an evaluation. The building has been in operation for a year.

Accessibility: All playing areas are immediately adjacent to and within 150 yards from the gymnasium. No classroom building on the campus is more than a seven-minute walk from the building. All dormitories and fraternity homes are adjacent to and surround the

1. Published by The College Physical Education Association, 1947.

play-field areas. Gymnasium and swimming pool are readily accessible to spectators, and crowds up to 3,500 may be handled with ease and dispatch.

Service and required classes parallel the academic schedule and we have not had a problem regarding tardiness because of distance between buildings. Twelve hundred cars may be parked within a radius of two city blocks of the gymnasium.

Beauty: We have found that an improvised structure can be functional and beautiful as well. Our judgments in the past have often been based on design rather than function. As someone has said, "architects have been busy turning out gentlemanly forgeries of Gothic and imitation Colonial designs and have given our buildings a series of beauty treatments." Our gymnasia have sometimes been built by super stylists, and the creators have not always used imaginative common sense and related the product to the user. We, as planners, have often been amiss in seeing the enormous social potential of a gymnasium. We have often failed to infuse an "emotional content" into an inanimate object. Before the war, our gymnasia were like the refrigerator--it was hard to find one which was distinctive. Since the war, there has been a radical approach to mass design; constructing gymnasia for a mass market for both spectators and participants.

The Emory gymnasium is "bare but not barren," it is located on a spacious site, and the outside beauty can be appreciated. Four two-story towers were placed as entrances to the building, and these towers carried the motif design of other buildings on the campus. The one radical departure was that the new building was covered with stucco and trimmed in limestone rather than marble. Even our most ardent critics have declared that this building is one of the most imposing and beautiful on the campus. Efficient functioning of the department has not been sacrificed for beauty.

Economy: The committee, in planning the structure, had to use "Spartan tactics" and the one common denominator was a simplicity forced by economy. Other factors considered were (1) the climatic conditions in Atlanta, (2) the question of whether or not it was necessary to plan a building of the conventional type which would be "expendable" or build one for use for forty years? Weather conditions in Atlanta are such that little more than shelter is needed for year-around purposes. Considering the radical construction changes which accrued as a result of the last war and the rapid changes in design, it was decided to construct an "expendable" building, easy to maintain.

The building has been found to be unusually cool in summer and easy to heat in winter. No maintenance problems of a major nature have been encountered and few, if any, changes have been made or are anticipated. A liberal budget has been set up for the training and work of the maintenance staff.

Flexibility: The building was planned so that the instructional areas could be used for many purposes without changing the overall

plan. Aside from the instruction program and regularly scheduled sports events, the entire building has been utilized for the execution of the health examination; it has been used as a dance hall (1800 couples); it has served as a banquet hall seating 3,000 diners; and has housed a workshop conference attended by 250 delegates.

Moveable bleachers have made it possible to serve spectator groups in wrestling, basketball, and swimming, all within a six hour period. Adequate storage space has been provided for equipment necessary for the above events. As a result, these areas can be quickly converted with little or no disruption of class schedules.

Plans for the further expansion of the building are now on paper. An outdoor terrace adjoining the swimming pool will eventually provide for sunbathing, dancing, and roller and ice skating. More locker and shower facilities will be provided under this new unit.

Supervision: The main entrance is located near the administrative offices. The large gymnasium can be viewed from the gear room and the office suite. The swimming pool may be supervised from two vantage points. Present arrangements are such that two gear room attendants and one life guard can administer the whole building during free activity periods. One tower office serves as a lookout for two large outdoor athletic areas. A two-way intercommunication system with a master switch board in the main office gives quick access to every room in the building.

Some of the features of the physical education plant which I have described and endeavored to evaluate may be at cross purposes with tradition and practices in the past. It is a building which is serving a peculiar program in that the emphasis is being placed on the individual users of the building.

The building was conceived primarily as a physical education instructional unit with the chief stress for its use placed on (active) mass, rather than passive participation. The structure with few alterations could readily be adapted to a mass program for spectators, if ever the emphasis should be placed on intercollegiate athletics.

Members of the committee who planned the gymnasium and saw it through to its completion, feel that it is functional in every respect, and adequate in that it is possible to serve the physical and recreation needs of a University with a student enrollment of 3,500.

# THAMES HALL: THE NEW PHYSICAL EDUCATION BUILDING OF THE UNIVERSITY OF WESTERN ONTARIO

W. Alex Dewar
*University of Western Ontario*

Thames Hall, the second unit in a long term expansion program for the University, was started in June, 1948, and should be completed by the end of April, 1949. The cost, which will be approximately $1,225,000, was raised through grants from the Province of Ontario, the City of London and the fourteen counties of Western Ontario, and through private gifts and public subscription. The cost per cubic foot will be approximately 85 cents.

Because the building is not yet in use, discussion will be limited to a brief explanation of its facilities, some of its unique features from the standpoint of physical education and some of the factors which determined the type of building that is being erected. Comments on its effectiveness as a working unit must be left to a future date.

The University, situated on the outskirts of London, Ontario, a city of some 95,000 people, is coeducational with a present enrollment of approximately 2,000 students. About 1,350 of these are men. The program of physical education for both men and women can be divided as follows: a service course requirement for all freshmen and sophomores, voluntary programs of intercollegiate and intramural athletics, and a degree course with a major in either physical education or recreation.

Other factors considered were the health service unit, alumni and Western Ontario secondary school offices, student government and social activities, class room space, the type of architecture, the present facilities, stadium playing fields, and the proximity of other buildings. The funds available were of course a major factor in planning. Mr. J. H. Crocker, the director of physical education from 1930 to 1946, did much of the ground work which lead to the completion of general plans in 1947. It should also be acknowledged that a great deal of help on planning in its later stages was obtained from the publication on *College Facilities for Physical Education, Health Education, and Recreation.*

The building facing west, its exterior of cut limestone in keeping with campus architectural design, was built on the side of a grade with a drop of about 10 feet from front to back. Its over-all height is approximately 38 feet and it has a frontage of about 234 feet and a depth of about 210 feet. In general, it consists of two units: the gymnasium and locker room unit, around which are grouped offices, class rooms, etc., and the swimming pool unit.

The Second or Gymnasium Floor. The main entrance on the front or west side of the building gives access to a lobby and to the west

corridor on the second or gymnasium floor. This corridor, 10 feet in width and 153 feet long, services the rooms on the west side of the building, and joins with corridors 8 feet in width on the north and south sides of the building. Stairs at the east and west ends of the south corridor and in the mid north corridor provide three other means of access to the street.

The west corridor services the following rooms:

1. Room (100), A lecture room seating about 25 students.
2. The main offices of the Department of Physical Education and Athletics. A composite unit for the staff, both men and women.
3. A lecture room (118) and a seminar room (117).
4. The main gymnasium floor (three entrances).

Opening off the south corridor are the following:

1. An alumni lounge which will also serve as a men's faculty lounge (116).
2. Alumni and Western Ontario secondary school offices (115).
3. A lecture room (114), seating about 40 students.
4. Two rooms (113 and 112) used by the Canadian Officers Training Corps and the University Air Training Force.
5. Rooms (111 and 110), lavatories for men and women.

What might be called an east corridor extends from the sourth corridor into the gallery of the swimming pool. Opening off it is a women's staff lounge (109), a receiving space serviced by an elevator and a kitchenette directly across the corridor.

The north corridor gives access to three lecture rooms seating about 60 students each. A janitor's room (105) allows for the storage of cleaning equipment and access to the pool gallery is also provided for.

The gymnasium floor has over-all dimensions of 153 feet by 80 feet and is divided by a folding, electrically-operated door into two areas, one 80 by 65 feet and the other 80 by 88 feet. The 80 by 65 foot area has been assigned to women's activities. The men's area is again subdivided, with the two halves being separated by a net and canvas partition.

The ceiling height is 22 feet to the underside of the steel beams which support the flat roof construction. The lighting consists of forty-two 1,000-watt units, 28 of which will handle 15,000 watts if necessary. This will give better than 20 foot-candles of light four feet from the floor. Added to this are four sections of two light units each which can be used to give special lighting for events which may use a platform at the end of the men's gymnasium.

The bleachers are of the rollaway or folding type. About 2,000 people can be seated for intercollegiate contests, such as basketball, and six hundred more seats can be added to the floor level for events where most of the main floor is not in use.

Entrance for men to the gymnasium from the locker rooms is by a

stairway in the south-east corner and for women the north-east corner.

The walls are of glazed brick up to a height of 13 feet and from there up are of "haydite" a grey colored block with good acoustic properties. Most of the area of the walls above the 13 foot height on the north-east and south sides is taken up by windows of glass brick.

The floor is concrete slab on which cold mastic was laid to a depth of about one inch. "Sleepers" (6" by 1-1/2") with 12 inch centers were laid on the mastic and the spaces between sleepers was filled with cold mastic to within one-half inch of the top. The 33/32 inch maple flooring is being laid directly on top of the "sleepers."

For intercollegiate use, there will be one 50 foot by 90 foot basketball court. The women's floor area will contain one basketball court, and superimposed on it will be three badminton courts and one volleyball court. The men's floor area is to be divided into two basketball courts, and superimposed on these will be two volleyball courts and three badminton courts. Floor plates for this equipment and for two horizontal bars in the men's area are being provided.

Two electrically operated heating units are installed, one in each end of the east side of the gymnasium and two others are over the doors opening into the equipment storage room. Ventilation is helped by three exhaust fans situated in the west side of the roof opposite to the heating units. The equipment storage room mentioned (106) with entries to both men's and women's area is 84 feet in length and 12 feet in width, which should be ample to take care of gymnasium storage needs.

The Basement or First Floor. The main entrance to the first floor is on the north side of the building. It opens into a lobby which gives access to a system of corridors which follow the plan of the floor above and are in general the same width, and to stairs leading to the second floor.

Opening off the north corridor are found a women's lounge (16), a women's rest room (15), an individual exercise room (19), a dance studio, the health service unit, and the women's locker and tote basket room facilities. The women's locker room area, 65 by 85 feet, contains a tote basket room with a 1,000-basket capacity, 150 lockers, cloak room, two team rooms, and toilet, shower and drying room facilities. Entry to the pool, on the same level as the pool deck, is through the shower and drying rooms. Basket rooms are used as the equipment issue room for most activities, some intercollegiate activities excepted. No individual showers or dressing booths have been provided.

The west corridor services: a combatives room (boxing and wrestling), a janitorial restroom and a storage room, a men's coat room (29) with access to men's washroom facilities, a lecture room (28) filled with tables, stools, etc., for craft work, and the men's locker room, occupying an area 112 by 66 feet. Two hundred and fifty lockers 66" by 15" by 10", placed in double rows on four-inch

concrete bases, service the men students, and the tote basket room has accommodation for 2,000 baskets and storage space for equipment in current use. Room facilities are similar to those for women. Showers are thermostatically controlled but allow for manual control at each individual shower.

Off the south corridor open a small storage room, a small lecture room (26), rooms for student publications, a games room (23), and a student common room. Two of three singles squash racquets courts also open off this corridor. A receiving space (31) gives direct access to the pool deck, the freight elevator, and a stair well leading up to the second floor and down to the sub-basement.

The Sub-Basement. In the sub-basement are located the electrical control room, air intake and fan space for the ventilation system, a laundry room, an area for four bowling alleys, and access to the mechanical equipment room for the swimming pool.

The Third Floor. Access to the third floor on the front and west side of the building is from the main entrance, stair well and stairs at the west ends of the south corridor. The area is divided into a senate chamber and board room, two large class rooms, and an office area.

The Spencer Swimming Pool. The Spencer pool named after its donor, Major General A. C. Spencer, has an overall floor length of 108 feet and a width of 50 feet. The pool, lined with ceramic tile, is 35 feet by 75 feet and varies in depth from 4 feet to 10 feet 6 inches. The deck of the pool is 20 feet wide at the south or deep end, 9 feet wide on the west side, 13 feet wide at the north end, and 5 feet 6 inches wide on the east.

The ceramic tile flooring is continued to a height of six feet on the walls. Above this, the wall is of "haydite." Five bays of windows in the east wall and three in each of the south and north walls take up most of the wall space above the six foot height. These windows are of glass brick similar to those in the gymnasium.

The suspended ceiling, with acoustic properties, is 22 feet from the pool deck, with a 24 foot area above the three metre spring board. The pool equipment also includes a one metre board.

A flourescent light system, recessed into the ceiling, is placed in a rectangular shape so that it may be serviced easily from the pool deck. It will give a minimum of 18 foot-candles of light at the deck surface. Underwater lighting also helps to provide for a well lighted pool. Provision is made for servicing these lights from a pool access corridor entered from the sub-basement.

The heating units are in the walls, one unit to each window section. The air circulates through vents about six inches from the floor; the upper openings being at the lower sill level of each window section.

On the west side of the pool is a spectator's gallery, separated from the pool deck by a six foot tile covered wall and railing. It will seat about 450 people and is finished in terrazzo and tile. Under the gallery and running its full length is a six foot wide storage space accessible from both men's and women's entrances to the pool. Entrance

to the gallery is from the second floor level, and no access to the pool deck is provided for spectators.

Pool gutters are of the roll-out type, and drains are spaced at about thirteen-foot intervals around the pool. The inlets are at the shallow end, and the one outlet is at the deep end near the end wall. Two recessed ladders are found on each side of the deep end of the pool.

Ventilation is mechanical, entering through the suspended ceiling space and being drawn out through vents at deck level. Equipment for servicing the pool includes automatically controlled heating tanks, three filters, chlorinators, coagulators, a main and auxiliary pump, and vacuum cleaning equipment.

General Equipment. The ventilation system provides for a flow of air from classroom and office space to corridors. Air from athletic activity and locker rooms is exhausted mechanically to outside the building. The space between the true and false ceilings in rooms and corridors is a part of the ventilation system.

The dropped ceilings of corridors, classrooms and office spaces are of acoustic material. Most of the floors of corridors are terrazzo while classroom, office, and lounge room floors are covered with linoleum. The dance studio, individual exercise room, and combatives room all have oak block floors.

Accessory equipment includes: recessed drinking fountains in all activity and locker room areas (cuspidors included in men's areas); wall plugs for electrical equipment in athletic areas and classrooms; a public address system; electric clocks; a buzzer system; extension phones in locker rooms, pool and offices; two large guilt in trophy cases in the second floor west corridor; hair dryers for the women; several 6 feet by 4 feet movable mirrors, and built in bulletin and tack boards in various rooms. Several classrooms are equipped for the use of motion picture apparatus.

Unique Features. The coordination of the two main units of the building has resulted in several unique features from a functional standpoint. All traffic for spectators for athletic or social events using the pool or gymnasium can be kept almost entirely to the second floor. Similarly, students taking part in athletic activities can be kept on the basement level. Special exercise rooms, locker rooms, shower rooms, and pool deck are all on this level. Entrances also provide ease of access to outdoor facilities.

Other features include direct access to the pool deck from a receiving area, provision for janitorial storage rooms on each floor, a good gymnasium storage area (84 x 12), and space for a laundry and bowling alleys.

The type of building has made necessary close cooperation between men and women, and, to help facilitate this, the office areas are in a common unit. This may not be the usual arrangement, but it will have the advantage of a closer relationship in administration, and should lead to a better understanding of common as well as unique problems in each department.

Shortcomings in construction and operation are bound to appear, but at present these are of a minor nature, and can be taken care of without too much difficulty. Comments on the units effectiveness can only be given after it has been in operation for some time.

Conclusion. One of the main problems facing the physical educator, where a new building is being contemplated or an old one repaired, is: what part is he to play in such planning and construction and how can he make his role most effective.

It is obvious that his contribution can be greatest when the functional use of the building is being considered, and this can best be done at the planning stage. What is not so obvious is how to get people to use his knowledge and experience.

Generally, a building committee is appointed to consider the problem. The physical educator may either be on that committee, or be used as a consultant. In either capacity, he should suggest numbers and types of areas and optimum size in relation to the needs of the institution as well as their placement from a functional standpoing. One technique used in bringing problems to the attention of the committee or the architect, is to ask how to solve them. What to do about locker room odors, condensation in the pool, the best kind of floors for various rooms, and lighting are examples of problems which can be brought to the attention of the architect and the committee.

In general the physical educator who familiarizes himself with all the problems of the committee, including those of the architect, who shows an active, enthusiastic interest in the plans and planning, who is prompt in his dealings with the planning group, and who is thoroughly familiar with the functional aspects of the facilities, will find that his knowledge and abilities will be used extensively in the planning process.

# VALUES IN SPORTS

Willard P. Ashbrook
*The Ohio State University*

Sports, as a teaching medium, play an important role in the education of young men and young women of our land. Furthermore the value of sports can be documented. To connect sports with education may, at first glance, appear to be a questionable kind of linkage, since they are a form of rivalry between individuals. It calls for unusual individual effort and challenge of strength, endurance, and agility. This is basic for health and for social and economic efficiency. Is this educational?

Sports, such as intercollegiate athletics, intramurals, and service class activities, depend upon regulations which must be justly executed and cheerfully received. Sports go a step beyond technical law and impresses the individual with a fervent sense of fairness. It is believed that the teaching of an equitable law and concept of fairness is compatible with good education.

Over-all Fitness. By actual examination the over-all fitness of the sport participant receives a decided boost. The advantage is all the more remarkable when compared with a formal training program. Bank[1*] reports the result of a carefully controlled experiment which indicated that the group trained in sports had a 13 per cent gain over the formally trained group.

Strength, Endurance, and Agility. Strength, endurance, and agility are qualities highly prized by the athlete and admired by the novice. They represent three aspects of over-all fitness announced by Bank.[1] These qualities were compared experimentally with the sports and formally trained groups. The results show a clear superiority of the group trained in sports. Specifically, the advantage was strength 14 per cent, endurance 16 per cent, and agility 11 per cent.

The Bulging Beltline. A bulging beltline may prove a decided handicap to Joe College's efficiency. Why is this so? Let us take a look at a rather simple experiment. There are three "pot-bellied" rabbits involved. The first and third are suspended by their ears and the second by its heels. However, the third rabbit has a three inch elastic band around its middle. What are the results? The first rabbit dies in a short while, the second and third live. Without the aid of gravity, elastic band or sufficient tone in abdominal muscles, rabbit number one dies for the want of blood to the vital centers of the brain.

Pink of Condition. In addition to muscle tone, skin color gives added significance in sizing up an athlete. The complexion runs all the way from white, for the non-athlete, to a ruddy glow for the athlete.

* Raised numerals refer to the bibliography at the conclusion of this article.

For the latter we say he is in the "pink of condition." Schneider[2] supplies some evidence for this when he states that regular participation in sports will cause an average increase of 19.6 per cent in red blood cells, and 12 per cent in hemoglobin.

Oxygen Consumption. Further value of sports may be found in oxygen consumption. We know that tissues of the body need oxygen in order to function efficiently. The athlete has a decided advantage over the non-athlete in this respiratory-circulatory adjustment. Morehouse and Millar[3] report that the trained man does not require as much oxygen as the non-trained. In a selected activity, such a running, trained atheletes consumed only 22 c.c. of oxygen per minute, for athletes 33 c.c. and non-athletes 40 c.c.

The Force Pump. The heart is a force pump. Its efficiency is determined by the amount of blood it can deliver with each stroke. Schneider[2] reports that Hill and Lopton calculated that the output per minute for the average man may not often exceed 20 liters, whereas the athlete may be 30 to 40 liters.

Peripheral Heart Action. Another significant value of sports is their aid in reducing fatigue. This may sound like a paradox, but did you ever hear of peripheral heart action? Well, this kind of action is produced by the contractions of skeletal muscles upon capillaries, venules, and thin walled veins within and between them and other rigid structures, with the result that the blood is forced forward in the direction of the greater veins and right heart.[4]

Running vs Rowing. Evan within the realm of sports there are different values to be gained. Running, physiologically, is far more beneficial than rowing. The former, owing to its greater ease and higher frequency of its movements, induces a considerably greater circulation rate of blood than the latter. Because of this, the heart of the runner is subjected to less strain than that of the oarsman.[4]

Sports vs Weight Lifting. Moreover, athletes who engage in running, jumping, and throwing-types of sports have a decided advantage over those participating in weight lifting and sustained calisthenic movements. Physiologists Gould and Dye[4] maintain that static contractions of the muscles not only fail to aid in pumping blood forward but may even hinder the venus return, and hence, make such activities exhausting out of all proportion to total energy expended.

Heart Rate. Is the heart a muffled drum beating a funeral dirge for three score years and ten? Not for the athlete. It is true his heart pounds out a slow strong dependable beat. However, this pace is not only efficient but full of dynamic life giving qualities. In the case of the non-athlete his heart raps out a rhythm that is faster and less efficient than the athlete. Cotton[5] draws attention to a prevailing agreement that a slow pulse is characteristic of highly trained athletes.

Heart Efficiency. Further testimony as to the efficiency of the slow pulse over the fast pulse rate is given by Haggard.[6] He reports that a well trained athlete performing work which does not carry him

beyond exhaustion has a pulse rate running up to 140 or 170. Under the same exertion, a man in poor condition has a pulse of 190 or even higher. He adds, however, that the volume of blood which his heart pumps is less than that of the trained man.

Buffer System. As to the chemistry of the blood, athletes have a better buffer system than non-athletes. This means that the alkaline reserve of the blood provides for the buffering of a large quantity of acid. Full and Hexheimer[7] point out that an average alkali reserve of 72:14 volumes per cent was found in 13 highly trained athletes as compared with 65.15 volumes per cent in 18 normal but untrained men. This chemical change assures the delay in the onset of fatigue.

Efficient Elimination. Sports participation will also aid in the removal of sluggishness. One of the causes of sluggishness is faulty elimination. The excretion of waste can be helped by actively engaging in athletics. Through this kind of performance the intestinal and uro-genital tracts are buffeted, jostled, and massaged by muscle action. The benefits for the former are efficient regulation, for the latter a reduction in the formation of kidney stones. The valuable contributions of these important physiological functions to health and social efficiency cannot be denied.

Resistance to Infection. Resistance to infection is one of man's most valuable assets. It is not strange that the trained athlete has been able to tap this power to fight bacteria. Why is this so? The answer is not available. We do know the results of experimentation. Merrill and Howe[8] found that activity builds up a type of resistance against infection. Furthermore, they discovered that even though fatigue lowered resistance to the work of bacteria, training greatly increased the resistance even when severe fatigue followed infection.

Joy of Effort. Truly the joy of effort characterizes the athlete. It distinguishes him from the non-participant. He is more than the summation of the desirable physiological features of the body. The athlete enjoys the struggle, strain, and toil of the game. He is keen to accept the challenge even when the odds are against him. He performs with constant diligence and smiles when the going gets tough. He delights in every effort to uphold the sense of fair play because he is devoted to this ideal.

The Coach. The coach occupies a unique position both on and off the playing field. This is also true of the director of intramurals and the service class instructor. What he does and what he says carries considerable weight with students. He is adviser, counselor, and teacher. Sports are his subject matter; however, students are his first concern. His methods are designed to produce the best learning. His aims are high and his goals are worthy.

Motivation. Every wise teacher knows that motivation acts as a magnet to attract, and as glue, to hold.[9] Sound methods are employed to take advantage of this useful tool. To excel, to win commendation, to receive praise, and to hear the plaudits of the crowd, are some of the rewards achieved by athletes. They are just rewards, if the means

by which they were attained are worthy. The means as well as the attitude possessed by the players is determined by the competency of the teacher.

Controlled Aggression. Competition is necessary for the very fiber and existence of our civilization. It is so interwoven into our lives that it is hard to say whether it is socially acquired or inherited.[10] Aggression is a common trait possessed in degree by all. It can be controlled through the medium of sports.

Williams[10] states that it might be possible to have a world in which boys would not run a race, religions would not compete for the same soul, and men would always step aside for others so that public offices would never be filled, but neither historical experience nor present life knows such a world.

Solving Problems. Are sports educational? They certainly are. For one thing they teach us to solve problems, our thinking is tested in action. Dewey[11] states that "the sole direct path to enduring improvement in the methods of instruction and learning consists in centering upon the conditions which exact, promote, and test thinking. Thinking is the method of intelligent learning...."

Making Decisions. An alert batter probably makes more decisions than a bank president. He has to take into account the signal, men on base, position of players, the count on balls and strikes, and the immediate response to a curve inside, outside, or a fast ball letter high. Unlike the business tycoon his judgments are made quickly. In order to be successful he must decide, act instantly, and produce favorable results. Athletes are taught to make decisions. Furthermore, opportunities to make choices are far greater in sports than in the lecture halls. Cowell[12] claims the ratio is almost four to one.

Your Disposition. How do you feel today? Not so good? Well maybe there is a reason. It is common experience to find that a man in poor condition is easily exhausted by mental and physical exertion; he is irritable, likely to have morbid thoughts, petty ailments, and low morale; he may have sallow complexion and dull eyes; and he frequently complains of constipation, headache, nervousness and insomnia.[2]

On the other hand, it is equally common to observe in a man of good condition evidence of mental and bodily vigor, alertness, cheerfulness, high morale, bright eyes, elastic step, healthy complexion, and capacity for arduous mental and physical work.[2]

Building Boys. Teachers of sports are dedicated to the task of building boys rather than mending men. It is not an easy obligation. It encompasses more than the rules, skills, and strategy of the game. It reaches down to basic purposes and worthy goals, for the teacher realizes that no habit or trait goes any deeper than the aims and goals of the learner. This is somewhat tragically illustrated by evidence that the repetition of "good" habits acquired in prison or in a reformatory fail to be affective if the interests and ideals of the prisoner are not altered.[13]

Leadership. Where are sports leading us? We hear of the evils of

idolatry and commercialism. The sport pages speak of crowds, gate receipts, and the formation of vested interests. But these are not the fault of sports. They are the fault of coaches, directors of athletics, alumni, and college presidents. If sports are soundly taught, if players learn strategy and team play, if they develop worthy ideals, if they are devoted to the letter and spirit of the game, then the leadership that is responsible for pointing the way is eminently qualified and competent.

Truth, Justice, and Freedom. On the field of friendly strife, fair play is taught and practiced with ethical zeal, but this is not so in political and economic life. Raymond Gram Swing[14] points out the significance of this when he states that "the corner lot baseball game is more clearly played than the legislative campaign against social reform. But the legislative campaign is always circumscribed by the fear of public opinion, and public opinion derives no small share of its faith in truth, justice, and freedom from the playing fields."

Lasting Values. When the athlete leaves the playing field he carries several sporting "gems" with him. In addition to a sense of values, he takes a language which symbolizes the games he loved so well. Tunis[15] has captured it when he writes: " 'hold on' has a meaning to every young American. 'May the best man win' rings the bell for every boy in the United States. 'Play the game' is not just verbiage to our boys and girls. 'Put up or shut up' is the democratic way of asking a man to back up his beliefs." These verbal symbols strike a cord in each of us; it does not matter whether we are old or young, coach or player. We are united in a common belief that there are certain fundamental athletic values. And "when we hear the phrase 'that guy can take it' something in our sporting past rises at all its implications."[15]

Ideal Citizens. Ideal players make ideal citizens. Young men learn the principles of citizenship in sports just as much, if not more, than in lecture halls. "They learn them as group standards, not taught to them by dull teachers, but as a living code, essential to the balance between their own enjoyment and the enjoyment of their associates."[14]

Democracy in Sport. Sports are truly a proving ground for democracy. They follow the three characteristics of our form of government: law, equality, and justice. To acquire these three principles early in life, means security for our society.

John R Tunis[15] hits the bull's eye when he writes: "Today when we need to strengthen the core and fiber of our democracy, we should pay more attention than ever to sport. We need to give everyone an equal chance to play; rich, poor, black, white, Jew, gentile, Chinaman, those who are quick and perceptive as well as those who in sports are slow and inept...." Never before in the history of the United States have we so needed the spirit of democracy in our sports and the spirit of sports in our democracy."

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# THREE PROBLEMS IN INTRAMURAL ADMINISTRATION

L. G. Staley
*The Ohio State University*

Rather than attempt to cover all of the Ohio State University Intramural Program it was deemed wiser to confine treatment to a few aspects which might be more adequately dealt with in the time allotted.

Therefore, it is the purpose of this paper to point up three widely different problems, which are the concern of all persons responsible for Intramural administration, namely: financing, point systems, and sportsmanship.

## I. Adequate and Sound Financial Support

Next to an adequate student health service, perhaps no extra-curricular service to students is more worthy of financial support than an adequate intramural sports program. The fact that this service does not receive reasonable support on many large campuses makes questionable the administration's true concern for the student's needs and interests.

Ohio State faced the curtailment of its intramural program in the depression. The drop in athletic gate receipts meant lost support of the intramural program. Previous to this time entry fees had been abandoned as unsound.

By adding a small charge to the student activity fee the program was not only saved but expanded. For the past fifteen years Ohio State has had adequate funds. These funds are always proportional to enrollment, and amount to only about six cents of each activity fee dollar.

The current budget is nearly $30,000 with about $20,000 for the mens' program and $10,000 for the womens' intramural program. The budget for men is roughly divided into $11,000 for salaries and $9,000 for operating. Of the $9,000 for operating, about $3,500 goes back to students in wages for officiating services.

Like all group financial plans, those who do not use the services help pay for those who do, but this is common democratic practise. Furthermore, there is probably no extra-curricular service the students as a whole are more willing to support.

## II. Point Systems.

There is probably no more controversial topic in intramurals than point systems.

Quite apart from any one educational or philosophical theory Ohio State's experience with and without a point system may be helpful elsewhere.

Intramurals at Ohio State began in 1913, and for twenty-five years point systems were used, abused, adjusted, re-adjusted, and

maladjusted! In 1938 an equitable system had still not been evolved, and the whole thing was abandoned for the following reasons:

1. No intelligent basis could be established for determining the number of points to be awarded for the various activities or levels of achievement.
2. Of more than sixty fraternities involved, only three had any real prospect of winning. The others had no interest in the point system and indicated that they were not motivated by it.
3. No point system had been devised for independents. Their participation was an ever increasing part of the total, and apparently not effected by the lack of points.
4. Insincere entries and attempts to compete without training meant that the lure of points was encouraging practices which should be avoided.
5. Quibbling over possible mistakes in an already arduous task of bookkeeping made the effort questionable.
6. Finally, it seemed apparent that at Ohio State points were no longer necessary or desirable as they may have been in its early intramural history.

Results proved this final judgment sound. Participation graphs were made of the four years preceding the abandonment of points and kept for the three years following. Gains consistent with the previous annual increases were found in all team sports. Slight losses were found in some of the individual sports, due largely to the fact that organization managers no longer had any reason to corral participants for points who had little or no interest in the sports. Many of these did not know the rules or skills involved and were badly beaten; an unpleasant experience to some and an unwise introduction to the sport for others.

There has been no reason since for re-opening the issue. Awards are given as tangible symbols of achievement, and points seem superfluous.

III. Sportsmanship and Courtesy.

Everyone connected with sports must concern himself with these associated learnings, if valuable objectives are to be realized and human relationships maintained on a decency level. While intramural games do not have the spectator conduct problems facing the intercollegiate contests, they do have player conduct problems for a variety of reasons. Among these are:

1. Inexperienced players who have never learned self-control and take every body-contact or the official's decision as personal.
2. Incompetent officials who irritate well informed players.
3. Awkwardness among the unskilled who get themselves and others into many difficulties.
4. Lack of knowledge of rules and conflict with local modifications.
5. Disregard for authority or a mistaken concept of personal rights.

6. Little or no social pressure from spectators and no coach to check conduct. Sometimes there is actual encouragement by team mates or supporters to flout the rules.

The post-war psychology against sportsmanship and courteous conduct made the problem acute in the academic year 1945-1946.

In 1946-1947 the problem was attacked on four major fronts with salutary results, as follows:

1. A full-time assistant was secured to select, train and supervise officials.
2. Wage rates for officials were increased.
3. Teams were educated on rules and procedure through practice sessions and mimeographed material.
4. Teams were encouraged to protest through regular channels to the supervisor.
5. A simple sportsmanship rating plan was devised to control the unreasonable elements, and as a measure of results.

In the sportsmanship-rating plan the officials rated the teams 0-1-2 or 3 on the degree of difficulty encountered. Any team rated a 3 or 2 twice was sent a letter requiring the manager to appear in the office and show cause why the team should not be dropped from further competition.

In basketball, where discourtesy is most frequently found, an average of 275 teams were entered during the next three years.

In 1947 twenty-three teams were given ratings of 3 for flagrant violations of sportsmanship and for discourtesy. In 1948 fourteen teams were so rated, and in 1949, three teams.

In office interviews all were apologetic about the loss of self-control and gave no further trouble. No team given a 2 rating ever got another 2 rating.

The experience of the first year proved conclusively that two officials on a game were necessary to our purpose regardless of how competent one official was. This addition was responsible for much of the improvement in conduct.

The educational campaign on rules and procedure was helpful in reducing arguments. The scoring plan sent to all managers with their schedules, and the rating of teams on the floor by both officials in a combined judgment were deterrents, and the teams avail without competent officials. Eliminating the incompetent, resolving conflicts between personalities, developing technical excellence, and emotional control give a hint to the tremendous job which needs to be done in this area.

The conditions under which the games are played on field or floor is the end product of intramural administration. For too long the difference in standards between intercollegiate and intramural officiating has been accepted. Nothing will pay larger dividends than efforts to close this gap.

# POSSIBILITIES FOR GRADUATE WORK IN INTRAMURAL SPORTS

F. J. Holter
*West Virginia University*

The topic assigned presented a challenge in that it raised the question of the elements which constitute a basis for determining possibilities in graduate study. The most obvious elements in graduate study are course offerings and research problems, as indicated by master's theses, doctoral dissertations, and graduate assistantships or fellowships.

Since we are considering intramural sports, it is logical to raise the question, What are the course offerings, research problems, and assistantships or fellowships in the area of intramural sports on the graduate level?

Let me hasten to assure you that I do not propose to give you full and complete information concerning the courses, theses, and fellowships in graduate study. In the fifteen minutes allotted me, I can only be like the ant in its remarks to the grasshopper.

The grasshopper had had a glorious summer and wished he could have another summer as pleasant as that one. The grasshopper expressed his wish to the ant, and the ant suggested that he turn himself into a cockroach. Then, when it was warm he could crawl outdoors and have fun. When it was cold he could crawl indoors and be comfortable, and that way he could live for another summer. The grasshopper liked the idea and hopped away. He had only gone two hops, when he stopped and called back to the ant, "How am I going to change myself into a cockroach?" The ant replied, "I have given you the general idea, you work out the details yourself." Like the ant, I can only give you the general idea and you will have to work out the details.

As we look at our present graduate programs, we must differentiate between the work on the master and doctorate levels. It must be recognized that in a large number of instances the programs leading to the Master's degree has just about eliminated the necessity of a thesis. The practice is to substitute a specified number of semester hours in lieu of a thesis in meeting the degree requirements. In those instances where no thesis is required, the opportunities in any area of interest are limited to course offerings.

It must be added, at least parenthetically, that there are some of us who are old fashioned enough to believe that a legitimate research culminating in a thesis is the primary characteristic of a real and genuine program of graduate study. However, in spite of tradition and wishful thinking, one must recognize the situation as it obtains.

In a recent unpublished catalogue survey of thirty-five selected

institutions offering a graduate professional curriculum in physical education leading to a Master's degree, it was found that only two institutions (6%) offered course work in the area of intramural sports. Namely, the organization and administration of intramural sports.

There always is unquestionably an element of unreliability in surveys of this nature due to the fact that the sample may not be representative, that catalogue material may lag a year or two behind current practice; certain institutions may present a good paper program in an attempt to gain professional stature and recognition for the department or school, and course offerings alone are not too significant without consideration of the professional qualifications of the faculty as well as the quantity and quality of facilities.

It is quite obvious, if the extent of course offerings is a criterion of the possibilities for graduate work in intramural sports, which would be the situation most likely on the Master's degree level where no thesis is required, then the possibilities are decidedly limited.

In a report by Al Hubbard, Chairman of the Research Section of the Mid-West Physical Education Association on *Doctoral Dissertations and Master's Theses Completed Between January 1, 1948, and February 1, 1949, in the Mid-West Physical Education Association,* there were but two out of a total of seventy-five master's theses (3%) reported which were concerned with intramural sports.

One of these was done at the University of Michigan by Rodney J. Granbeau, *Post-War Intramurals in Class "A" and "B" Public High Schools in Michigan.* The other was done at The Ohio State University by Gwendolyn Scott, *An Evaluation of Public Administered Intramural Program for Irving Junior High School.*

It is quite plain, if the nature of the master's theses is a criterion of the extent to which the possibilities for graduate work in intramural sports is being realized, on that level, even though remote, because of the present degree requirements, the possibilities are not being fully developed.

The distinguishing factor among graduate work on the master level and work on the doctorate level is the nature and extent of the research required for the degree.

One of the most comprehensive accounts of research on the doctorate level in the area of health, physical education and recreations was the report by Tom Cureton of the University of Illinois, which appeared in the *Research Quarterly* for March, 1949, and was entitled, *Doctorate Theses Reported by Graduate Departments of Health, Physical Education, and Recreation, 1930-1946, Inclusively.*

If titles of theses are indicative of content, only two, or perhaps three, (1%), of the 420 doctorate theses reported were concerned with intramural sports. One, done at New York University, was by James S. Peace, *A Manual of the Organization and Conduct of an Intramural Recreation Program for Colleges and Universities.* The other, done at Columbia University, was by Carl Nordly, *The Administration of Intramural Athletics for Men in Colleges and Universities.*

It can be assumed that such a study as *An Evaluation of Participation in Extra-Curricular Activities for Secondary School Students*, done at the University of Pittsburgh by John D. Anderson would have included intramural sports. It is quite likely that some of the studies in recreation may also have included intramural sports although the titles of the theses fail to indicate such is the case.

The content and nature of the dissertations accepted as part of the program leading to the Doctor's degree are excellent criteria of the research emphasis on the top graduate level. It is logical to assume that the extent of course offerings in the area of intramural sports is no more generous on the doctorate level than it is on the master level. Consequently, if doctoral dissertations are the criterion of opportunities for graduate study on the doctoral level, than it is patent, that even though the opportunities are adequate, the area of intramural sports is decidedly slighted in doctorate programs of study.

Many of the institutions offering graduate programs in the area of physical education or recreation make various graduate assistantships or fellowships available to qualified students. The nature of these assignments present a variety of opportunities for practical experience in administration, teaching, and research.

It has been the practice at West Virginia University, merely to cite an example, to employe two graduate students as assistants in the Office of the Director of Intramural Sports. To a large extent, these men actually plan and conduct the intramural athletic program under the guidance of the Director. These students get a good working knowledge, and we consider it an excellent laboratory experience.

In all probability the same situation prevails in other institutions, and the extent to which it does prevail, is concrete evidence of a genuine opportunity in intramural sports on the graduate level.

Quite frequently we turn to the professional literature for suggestions for emphasis in course work and research projects. Early in 1947, in the interest of determining some of the major problem areas which should be given consideration at the National Convention Working Conference of the American Association for Health, Physical Education and Recreation, the president of the organization addressed a letter to the past presidents, district and state association presidents, section and committee chairmen, honor award fellows, and special consultants, requesting them to submit to the chairman of the conference the three major problems which they believed should be given consideration at the Working Conference.

As a result of the president's letter a total of 170 different problems were submitted. Of these 170 problems, only one relating to intramural sports was listed. That one appears under the classification of organization and administrative problems: "Study and Compare the Monies Spent Respectively for Intramural Sports and Varsity Athletics." (*Journal of the American Association for Health, Physical Education and Recreation*, Vol. 18, No. 3, March, 1947. p. 197).

If the general literature is a criterion which suggests emphasis or

directs attention to the area of intramural athletics then, at least as of the early part of 1947, the past presidents, district and state association presidents, section and committee chairmen, honor award fellows, and special consultants of the American Association for Health, Physical Education and Recreation were not particularly concerned with intramural athletics; were not fully informed; had not been exposed to the enthusiasm of intramural directors; or the interests of intramural sports were not represented by the persons polled.

Many of the reports coming from the meetings of the intramural sports section meetings of our district association are not more fruitful. The promising exception is the 1948 Report of the College Physical Education Association.

How then can we develop more and better possibilities for graduate work in intramural sports and make the most of the opportunities we now have?

Those of us whose job it is to counsel graduate students appreciate and welcome help which broadens our perspective; particularly as that help suggests professional objectives, courses of study and individual research problems. Graduate students need help in selecting and identifying professional objectives and research problems. One of the common difficulties in a program of graduate study is to clearly define the student's objective so that the pattern of courses is consistent with that objective, as well as the research, when it is a part of the degree program.

Due to the present pattern on the Master's degree level it would seem that opportunities for graduate study in intramural athletics must first come in terms of courses, and secondly, in terms of individual research problems or theses.

As part of our total school research program at West Virginia University, two graduate students conducted a status study on "Intramural Sports for Boys in the White High Schools of West Virginia." Actually the study was a follow-up on one done ten years earlier.

There were some interesting findings which came out of that study, particularly the changes which took place in a ten year period. The findings of the study have been incorporated into the material in both our graduate and undergraduate courses, and we believe it has made the courses more effective, at least as it pertains to the situation in West Virginia.

There also is the matter of acquainting institutions (administrators and advisors), presently offering graduate work in physical education and recreation, that there is a need for particular emphasis in the area of intramural sports. Until such time as a concerted effort is made in this direction, the outlook is not bright.

May I be so bold as to make a direct suggestion? The suggestion: That the intramural section of the college Physical Education Association, if it were so inclined and because it is directly concerned, identify some problem areas which it felt were worthy of investigation. If, in your opinion, the suggestion has merit, the problems could be listed

and distributed to those institutions presently offering graduate work in physical education and recreation with encouragement that steps be taken for their solution.

In view of the fact that there already is a Committee on Problems in the Association whose job it is to identify problems of college physical education and to initiate steps for their solution, it may be more expedient to use that committee in realizing the proposal.

Perhaps the following are indicative of some problem areas:

1. A job analysis survey of the duties of intramural sports directors on the junior high school, high school, college, and university levels. (The findings of such a study would be of value for vocational guidance as well as professional preparation.)
2. What are the inter-relationships among intramural sports and the total campus or school recreation programs, physical education, interscholastic or intercollegiate athletics, extramural sports, and community recreation on various levels of education.
3. Coaches' and students' opinions concerning participation in intramural sports and intercollegiate athletics.
4. Status surveys on current practices and policies in intramural sports on the high school level as compared to the college and university level, in terms of eligibility, management, units for competition, nature and scope of programs, administrative organization, finance, awards, and extramurals.
5. What is the working philosophy of intramural sports on various levels of education.

It is evident, from the remarks made, that it is a personal opinion that individual research problems, fellowships, and assistantships are the best possibilities, and are a more meaningful way for particular individuals to acquire a working knowledge, in any area of specialization, rather than through course work alone on the graduate level.

# INTRAMURALS IN A TEACHERS COLLEGE

L. W. Olds
*Michigan State Normal College*

Teachers colleges which are concerned with educating students for the profession of physical education have a distinct advantage over liberal arts schools, when it comes to developing an intramural program. The use of physical education majors in intramurals as part of their practice training permits a staff much larger than the college budget ordinarily would allow.

I have been asked to discuss intramurals in a teachers college, and, as Director of Intramural Athletics at Michigan State Normal College, a typical teachers college of the Midwest, I will briefly describe the system of intramurals prevailing at that institution.

Intramurals were organized at Michigan Normal in 1910 by the late Wilbur P. Bowen, and have steadily developed down through the years until the organization has become the largest and most popular on the campus. There are approximately fifteen hundred men enrolled in college. Sixty-five per cent of this number participated in intramural sports during the school year of 1948-49. There are three hundred students specializing in physical education. One hundred sixty of this number are men, many of whom are used as managers, property-men, and officials.

The Department of Physical Education requires twenty-five hours of activity credit (non-academic), of which eight may be taken as assistants in intramural sports. This type of work is known on the campus as "Ms" (mens specializing credit), the requirements of which are outlined on the leaflet which has been placed in your hands. In addition, eight hours of practice teaching is required under the Education Department of the College, four of which may be selected for work in the organization and administration of intramural sports. The men receive valuable training in the administration of intramurals, and, at the same time, render valuable service to the Department. The majority of the male students either live in dormitories or fraternity houses on the campus, which provide a natural basis of competition.

The organization chart, which has been placed in your hands indicates the many ways physical education students may serve as managers in intramurals.

Competition is set up on a seasonal basis in three leagues with an administrative board of control for each. The membership of the boards is composed of one representative from each unit of competition, namely, inter-dormitory, inter-fraternity, and all-campus. The Faculty Director of Intramurals acts as ex-officio on all three of these boards. The board of controls have, as a guide in their deliberations, the College Intramural Handbook of Rules and Regulations,

developed over a period of years by former student board of control members. These boards have jurisdiction over their particular league pertaining to eligibility, protest, postponement, forfeits, ties, game rule amendments, and types of activity for the coming season or year. During the past season, twenty-five different sports were participated in by these three leagues.

We have tried various types of seasonal point systems over a period of years, but have finally adopted the power-number system in conjunction with a division of major and minor sports. Briefly, this system works as follows: The ranking team in a major sport receives for its score, three times as many points as there are possible competing teams. The team in second place receives three less points than the winning team, and so on down to three points for the team in last place. In minor sports, the winner receives for its score a number of points equal to the number of teams multiplied by two. Any team tied for a position, but having on its record a game lost by cancellation, shall take a lesser rank.

Suitable awards in the form of large seasonal plaques are given to the winners in the year-around competition in the league. The plates on these plaques are engraved with the name of the winner, either dormitory or fraternity, as the case may be, and is then placed for one year in their possession. Statuettes are awarded to individual champions in all-campus competition. The Intramural Department has its own specially designed charm for individual awards in all three leagues.

Injuries in touch football are a problem on our campus, as well as in many other teachers colleges throughout the whole country. Michigan Normal has finally adopted the following policy as the result of a ruling handed down by the Attorney General of the State. "The College or the Intramural Department will not be responsible for accidents or injuries sustained during intramural competition other than rendering first aid or service at the College Health Center." An effort has been made to curtail injuries, especially in touch football, by a revision of the rules, whereby body blocking has been eliminated.

The Department employs some sixty officials during the school year at a nominal fee of one dollar per game. The majority of this group is physical education majors who have had some theoretical training in the field of officiating. Prior to the start of any league, a clinic is held for those officials that have been selected to handle the games. It becomes necessary at the close of the clinic for the prospective officials to pass a written test on the rules of the particular game in question, if they are to receive assignments to officiate in the league.

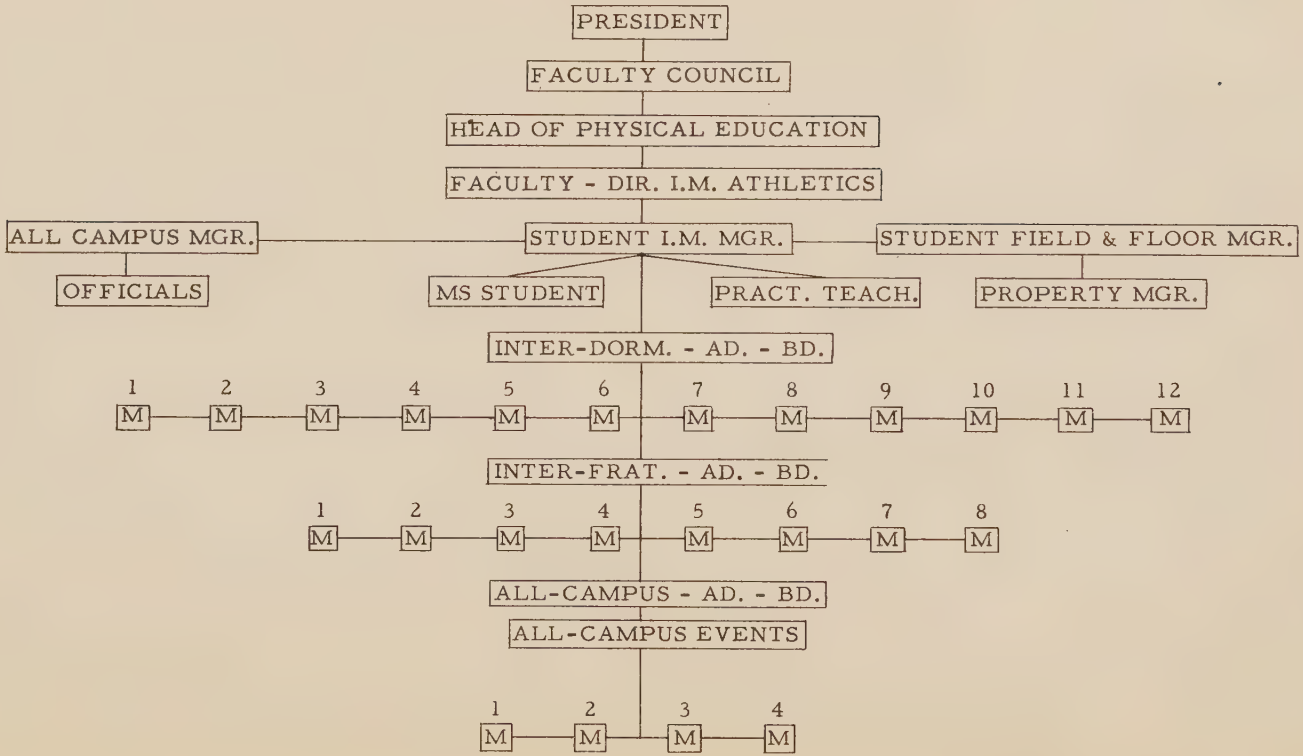
Funds are provided by the Faculty Budget Committee from student activity fees to carry on the program of intramural sports. During the past two or three years, the budget has averaged about $2.50 per capita for all male students participating in the program. The Intramural Department has published a handbook for some fifteen years

setting forth the rules and regulations governing all competition in intramurals. The College News and various strategically located bulletin boards about the campus provide publicity for the intramural program.

Since the war there has been a great demand on the part of the students for more participation in the so-called recreative sports.

MICHIGAN STATE NORMAL COLLEGE

Organization Chart for the Intramural Department


PRESIDENT
FACULTY COUNCIL
HEAD OF PHYSICAL EDUCATION
FACULTY - DIR. I.M. ATHLETICS
ALL CAMPUS MGR.
STUDENT I.M. MGR.
STUDENT FIELD & FLOOR MGR.
OFFICIALS
MS STUDENT
PRACT. TEACH.
PROPERTY MGR.
INTER-DORM. - AD. - BD.
1 2 3 4 5 6 7 8 9 10 11 12
M M M M M M M M M M M M
INTER-FRAT. - AD. - BD.
1 2 3 4 5 6 7 8
M M M M M M M M
ALL-CAMPUS - AD. - BD.
ALL-CAMPUS EVENTS
1 2 3 4
M M M M

# REPORT OF THE CHAIRMAN, INTRAMURAL SECTION

Albert E. Lumley
*Amherst College*

It is a pleasure to open this meeting in front of such a large and enthusiastic audience. I can assure you that President Stoughton and our other guest speakers will have important messages for you. On behalf of the Association, I want to thank you for coming and for participating in our distribution schemes. This mass of intramural material is here for you to take home. These ideas can only work because of your individual and collective efforts. Why not continue these efforts?

For many years I have attended these meetings and have seen the speakers outnumber the listeners. All this has been changed due to the efforts of Messrs. Louis Means, William Sheerer, Ade Christianson, and others. Frankly, I am in favor of large scale promotion of intramural sports at the national level. We have something to sell in "competition for all" that has educational value, and it is well to note that this idea seems to have been rediscovered by educators. Intercollegiate athletics can never reach more than the select few, and its place in American higher education is constantly questioned. We have never been in this position in the field of education, and now there is no excuse for lacking ideas, promotion, and "know how" in intramurals.

During the past year, your Chairman has written 620 letters to college and university presidents acquainting them with our program and asking them to send their directors here today. Many enthusiastic replies have been received. Another 500 letters have passed back and forth between my office and intramural directors. These letters have a new and exciting tone, that can only lead to a better understanding of our field. We should devise ways and means now of continuing some sort of a clearing house for intramural ideas.

Many new and old ideas have been advanced in our field during the past year. To mention a few:

1. Many departments have broadened their base to include debating, academic average, faculty participation, dancing, singing, etc. These ideas have done wonders for our teams by tending to give them closer over-all competition.
2. Extra-mural contests have added another spark to competition in this field.
3. This trading of intramural booklets, practices, ideas, and ideals has put new life into this phase of college education.
4. Publish a booklet. If your institution does not publish an intramural booklet, you are lax in promoting your field. During 1930,

by great effort I was able to collect only 16 booklets, but in 1950 I would venture a guess that I could collect 200.

5. The single outstanding scheme that has been highly developed this year is one that I recommend to all of you. During the past year, I received 54 individual intramural handbooks with a request that I send one of mine in return. Get some mailing folders that will hold your booklet. Then get the addresses of colleges of your kind and size from the *Athletic Blue Book* and send each of them a booklet with a request for theirs. I predict that the returns will be prompt and surprising to you.

I would like to close this brief report by thanking you for your enthusiastic cooperation during the past year, and, on behalf of the Association, it is my pleasure to thank the speakers for an excellent job well done.

# REPORT OF THE SECRETARY, INTRAMURAL SECTION

William W. Scheerer
*Wofford College*

The plan for an exchange of ideas in the field of intramural sports originated with this organization last year at the Chicago Convention under the guidance and leadership of Louis Means and Albert Lumley. The plan as suggested was put into operation in January under the guidance of Albert Lumley in which members were asked to subscribe one dollar to help defray expenses for the exchange of ideas and other material through a central secretary.

An invitation by letter was sent to 620 intramural directors, as listed in the latest issue of the *Blue Book of College Athletics.* Of this number 106 directors responded, representing forty-two states, Canada, Hawaii, and Sweeden.

The following contributors made possible five newsletters: Earl Risky, B. M. Whitaker, A. J. Stankowski, John Crowe, W. T. Robertson, Paul Washke, Howard Raabe, B. C. Cōwel, J. S. Doubenmier, Bob Svob, Carroll Adams, Ade Christenson, M. M. Mackenzie, Tom Bell, Kenneth Boycheff, L. C. Butler, David Cole, Bob Cowan, A. C. Denney, A. S. Derian, E. W. Donald, Alex Francis, John Glascott, Raymond Gurzynski, Tillman Hall, Eugene Hill, Clyde Huether, Albert Iorio, Charles Kennedy, A. B. Klingel, Scott Little, Don Phelps, Johnnie Riggs, L. G. Staley, and E. S. Wilson.

In addition to the five newsletters, your Secretary answered 1,605 letters concerning intramural activities. Letters of inquiry were received from members, non-members, graduate students, high school directors, and high school principals.

The expense for the above less amount paid by Wofford College was $74.70, leaving on deposit $31.30. An itemized statement of expenses is hereto attached.

I wish to thank all of you for your splendid cooperation, and extend my best wishes to the succeeding Secretary.

Respectfully submitted,

William W. Scheerer, Secretary

## REPORT OF CHAIRMAN-ELECT, INTRAMURAL SECTION

### Plans for 1950

Ade Christianson
*St. Olaf College*

The program for 1949 has provided us with many answers to our intramural problems. The presentation of subject matter from the varied university and college viewpoints, has served to make this meeting a functional one for all of us.

As I begin plans for 1950, I may be asking for a presentation of a phase of intramurals that may have been discussed previously on our program. However, I feel these problems may present sufficient possibilities for continued research, to warrant a place and time on our 1950 panel.

The Problem of Extramurals. Our intramural programs have developed excellent competitive opportunities for our entire student body. Winners and champions are produced in most every activity. It seems only natural that we should give these winners a chance to compete against similar winners of other institutions. Can we control this program and make it a true and wholesome outgrowth of our intramural program, or is there a danger that we may be confronted with the problems we face on the intercollegiate level? Will the emphasis on winning replace the element of participation? Will our champions be a true representation of our intramural programs and remain as a fine stimulating force for the basic program? Is the additional cost of the program defensable?

The Problem of Adaptability. Should our institutional programs be concerned and administered solely as a service to our particular institution, or should we stress adaptability? Would we produce more effective high school intramural programs if our college patterns were transferable?

Avenues of Salesmanship for Our Intramural Programs. This program needs salesmanship and promotion. Can it stand on its record of operation in each institution, or can we make it more a part of the thinking of our faculty, students, and the general public?

The Problem of Contribution to Our Profession. Is our intramural program a part of the answer or a part of the problem in the field of physical education?

Our intramural programs are a very integral part of the total pattern of physical education. Are we giving a sort of lip-service recognition of this vital part of college life, or are we making use of the many opportunities inherent in this program to measure up to our philosophy?

Mr. Lumley has suggested the possibility of setting up a permanent

intramural office for the dissemination of intramural athletic material. The idea seems like an excellent one, and I believe that all institutions should be interested in assisting Amherst College in the promotion of this venture. We should all benefit from an exchange of materials and ideas, and we would know where to look for new ideas that are constantly being sought in this profession.

These are the problems I have in mind for discussion in 1950, and I believe we have many competent men who can give us the answers.

# DO OUR CURRENT CURRICULA STRESS THE BEST TYPES OF ACTIVITIES FOR MEETING THE NEEDS OF OUR STUDENTS?

Paul H. Derr
*University of Chicago*

In July, 1946, President Harry S. Truman appointed a commission of twenty-eight outstanding citizens to consider the crucial problem facing the institutions of higher education in the United States. This Commission on Higher Education finished its work in December, 1947. Its Report has been published by the Government Printing Office in six volumes, under the general title of *Higher Education for American Democracy*.

In review, the summary of this Report might well be broken down as follows:

(1) The goals of higher education.
(2) The number to be educated.
(3) The absorption of the increased college-trained population into the social and economic order.
(4) The barriers to educational opportunities.
(5) The content of education.
(6) The organization for higher education.
(7) Staff needs.
(8) Financing.

Our topic for discussion today bears upon the fifth area mentioned in the Commission's Report, namely, the content of education.

Throughout the country, faculties are bringing their thoughts to bear upon the Commission's Report. We in physical education need to examine critically our programs in a similar light. We were given a great boost when they stated, and I quote, "If the colleges are to educate the great body of American youth, they must provide programs for the development of other abilities than those involved in academic aptitude, and they cannot continue to concentrate on students with one type of intelligence to the neglect of youth with other talents." (I, 32).

As a preparation for our thinking today upon this very important problem, Do our current curricula stress the best types of activities for meeting the needs of our students?, Mr. Harold Evans of Dartmouth will tell us something about current trends in the New England area, Mr. Thomas McDonough will deal with trends in the Southern colleges and universities, and Mr. J. O. Jones will represent the Middle West. Mr. Charles P. Erdman of De Pauw University will serve as discussion leader.

# TRENDS IN NEW ENGLAND COLLEGES AND UNIVERSITIES

Harold M. Evans
*Dartmouth College*

My small part in this meeting was to endeavor to learn whether or not there were any apparent trends in physical education in the New England colleges. A questionnaire was sent to twenty-nine New England colleges and universities. Twenty-four of the twenty-nine replied promptly, which I consider a definite trend toward remarkable cooperation. It is just possible that the use of the word "trends" scared some of the men into reticence about describing any experiments or innovations they have been working out. I am reminded of the story of the professor who told his class in English literature that he would like them to hand in a paper on the subject, "The Effect of Keats on English poetry." One student raised his hand to ask, "What are Keats?"

If we are to consider a trend as a general inclination or direction toward a stated goal, then this Report shows no startling results. In answer to the question, "Have you offered any new activities this year?" eleven colleges indicated that they had done so. However, there was no similarity in the activities offered. Boxing, cross country, badminton, billiards, fencing, sailing, and wrestling were among the activities reported.

To the question, "Have you dropped any activities this year?" one college listed boxing.

In answer to the question, "Have you been aware of increased interest in any particular activity this year?" while more than half replied in the affirmative, the activities listed were too diverse to show any one as a particular favorite.

The question "Do you have a physical education counseling service?" brought twelve affirmative and twelve negative replies.

As to the use of motion pictures as an adjunct to teaching health and physical education, fifty per cent of the colleges reported that they were using them.

Another question was, "Are veterans excused from physical education this year?" Fourteen replied affirmatively and ten in the negative. This problem will undoubtedly resolve itself with the decreasing number of veterans in college.

In reply to my question, "Is there increased interest and participation in intramurals?" there were sixteen of the twenty-four who answered yes. This added interest was variously attributed to: better programs, improved awards, outside lighting, fewer veterans, rivival of fraternities since the war, greater promotion, and lessened interest in varsity sports.

Seventeen replies mentioned growing interest in skiing. This fact

can obviously be explained by New England's natural facilities, the excellent instruction available, plus the tremendous amount of publicity directed toward recreational skiing.

A question asking about contemplated changes in program which could be described as a trend, brought six affirmative answers, sixteen negative answers. The six affirmative ones named intramurals, individual, and carry-over activities. Since this represents less than a fourth of the total group it could scarcely be termed a trend.

By far the most interesting reply came from Amherst College, describing careful planning for the 10 per cent low fitness group of students. This included tests, conferences, special programs, and work with the physician and psychiatrist.

Colby College has made a request to the administration for two double periods in place of three single periods each week, in an effort to carry out a more satisfactory instructional program.

Trinity College has instituted a new physical education program designed to develop athletic interests which students will carry over to a lifetime program of physical fitness. This program encourages students to participate in sports such as golf, tennis, handball, swimming, and squash in the first two years, with a shift to intramural sports in the third year.

Few New England colleges offer teacher-training courses. At Yale an unusual program of teacher education in physical education has recently been approved. This program, to quote from the *Yale University Catalogue*,

> ...incorporates a combination of physical education studies with the usual undergraduate curriculum. This allows the student to complete an academic major without sacrifice of the values inherent in the liberal arts, and at the same time be trained in the sciences affecting the development of the human body and the techniques involved in the teaching of physical education. During the four years of undergraduate study, each candidate will participate intensely in the athletic and physical education program of the university. It is important to note, however, that no academic credit of any sort is granted for work of this nature. When the undergraduate degree is earned the program calls for a fifth year of specialized study leading to a certificate granted by the Graduate School.

Mr. Derr has suggested that I outline briefly our program at Dartmouth. Freshmen and sophomores are required to take physical education three periods a week. Freshmen are required to attend hygiene lectures one hour each week throughout the year, for which they receive two hours credit toward graduation. At the beginning of the freshman year an entering student may take an objective type health information examination. Those who demonstrate a satisfactory knowledge are excused from attendance at the hygiene lectures and automatically receive their two hours credit. All freshmen are given

thorough medical examinations by the College Health Service physicians. The results of these examinations determine whether the student is capable of participating in our regular program or should be assigned to the remedial or restricted course. The student is then required to take the Department's physical ability test, consisting of a battery of six items: rope climb, standing broad jump, speed agility, chins, 100 yard dash, and 50 yard swim. Results of this test, based on standard scores, determine his classification. We use the following classifications: A (57 or above); B (45 to 56); C (44 and below). A and B students may elect any activity. The C group are assigned to basic activities according to their needs. An A student (57 or better) is allowed the opportunity of taking a step-condition test (similar to the Brouha test). If he attains 57 or better, he is allowed the privilege of developing his own program for one semester with the classification of honors student. The step condition and physical ability tests must be retaken at the end of each semester and the 57 or better score maintained if the student is to continue honors privileges. Tests are given four times each year. Varsity and freshman athletic teams receive physical education credit during the season of the sport. Team managers, Dartmouth Outing Club, and intramural managers receive physical education credit - provided they are above C in classification.

Intramurals come under the supervision of the Department of Physical Education. No credit is given for participation in intramurals. While no hours or credits are given, a student must satisfactorily pass the physical education requirement before he is eligible for graduation. He must also demonstrate his ability to swim fifty yards in one minute.

In conclusion, it would appear from the data assembled that there are no new trends in physical education in the New England colleges. However, any trend is developed in answer to a need. Since our convention topic is, "Do Our Current Curricula Stress the Best Types of Activities for Meeting the Needs of Our Students?" isn't it possible that we might learn more about this from the students themselves and build our curricula accordingly?

# AN EVOLVING REQUIRED PHYSICAL EDUCATION PROGRAM

Thomas E. McDonough
*Emory University*

In 1948, Mr. Edward Shea of Emory University, conducted a study on "The Nature of the Required Physical Education Program in Southern Colleges and Universities." Several items in the report indicated tendencies and trends and represented areas which were of real concern to those of us involved in administering the Emory University required program. The findings indicated that:

1. There was a general loosening of restrictions within the requirement, as evidenced in an increased tendency toward greater flexibility and range of election in the program. This was accompanied by a consciously directed program of counseling and guidance.
2. The number of students who continue their interests and participation in an activity program after the physical education requirement is fulfilled is rather small. This poses a question as to whether or not our requirements are contributing toward making students "self propelling" in their physical activities, or is the requirement merely fulfilling a temporary need?
3. Students entering college are evidently poorly educated physically. Some have been prone to indict the secondary and elementary school levels of preparation; yet no where was there found any evidence to indicate that there was a conscious effort to develop a continuing program of achievement between the various levels.
4. There was evidence which supported the need that more attention must be given to the areas of tests and measurements.

This study has made Emory more cognizant of the deficiencies in its required program, and, as a result, our offerings have been in a state of flux for some time past. The time requirement has been modified, and we have finally arrived at a two-year requirement, four hours a week. A part of the fifth day is devoted to a study of the program and further planning by the staff. Physical education is required of all freshmen and sophomores even though no credit is given for this work. Members of our department feel that we should not request credit until the content of our courses reaches a college level. At present the vast majority of first-year students are being taught fundamental skills which should have been included in courses on the elementary and secondary school levels.

Ample facilities are now available, and the proportion of staff to student enrollees is one to every hundred. A staff member seldom has

over thirty students to a section, the average this year being twenty-four.

Testing Program. The student entering required physical education at Emory is first subjected to a rather strenuous health examination. (The examination this year was administered and executed by twenty physicians and eighteen technicians.) Any defect found was checked immediately, and to date our health service reports a 100 per cent follow-up. The health examination is followed by a battery of physical tests, designed to determine the degree of motor ability possessed by each individual. These tests are eight in number: chinning, Sargent jump, sixty yard dash, softball throw for distance, football throw for accuracy, basketball dribble, volleyball serve, and the soccer dribble. These particular tests were selected because they are pertinent to activities taught in our over-all program.

Frequency charts for each test are being compiled and percentiles determined. Norms peculiar to Emory University students are being gathered. Once the converted scores have been obtained for each of the eight tests, the student's total motor ability score is then obtained by the simple process of totaling all scores and obtaining a mean. Students are then classified into three groups, all members of which are of closely related ability. The Acorn National Achievement Test, a Health Education Test on Knowledge and Application is administered along with the physical tests. All tests, including the health examination, are given again at the end of the sophomore year.

A swimming test is given to all freshmen. At the present time, a one item test is being used. This involves taking the time of each individual in the fifty yard dash. Students are classified into one of three groups: advanced swimmers, intermediates, and beginners, and non-swimmers.

Organization and Curriculum. Emory University uses the quarter system. Physical education classes are of one hour duration, meet four days a week, and are scheduled between 8:00 A.M. and 1:00 P.M. Each quarter is divided into three, three week periods. A freshman student has an opportunity to participate and to receive intensive instruction in three sports or activities each quarter. Swimmers receive intensive instruction for a full quarter, beginners receive instruction during the fall quarter, intermediates during the winter quarter, and advanced swimmers during the spring quarter. All students with few exceptions complete the swimming requirement during the freshman year.

Sophomores satisfactorily passing three quarters of work may select three from four activities offered each quarter. A sophomore must participate in at least two activities a quarter; he may repeat one sport during a twelve-week period.

Under this arrangement, a student receives instruction in seven sports including swimming during the freshman year, and a minimum of six sports during the sophomore year.

After a two-year period of attempting to administer this program,

we have found that the advantages far outweigh the disadvantages from the standpoint of both faculty and students. These advantages are:

1. Frequent change has prevented interest lags. Our program is now much more popular with students.
2. Students are exposed to a richer repertoire of activities.
3. Many activities are conducted simultaneously at all levels, thereby utilizing all play and work areas.
4. Gives opportunity for choice and little or no prescription for sophomores.
5. Sophomore and freshman programs are segregated. Little or no repetition results unless desired by the student.
6. Division into homogenous groups gives students more security in their quest for attainment.

The disadvantages are:

1. Some confusion results whenever rapid changes (every three weeks) are made.
2. Complete mastery of an activity is seldom or never achieved. If our aim is to merely orient the student, we have achieved our goal. We no doubt are not approximating other goals, such as those with emphasis on physical fitness and the production of "experts." At the beginning of the winter quarter, 1950, a pilot program was set up to determine the length of time each student should be exposed to an activity. Groups of students with approximately the same level of ability are being taught soccer, wrestling, and basketball for a period of six weeks; other groups of like ability are being taught the same sports for a period of three weeks. We are particularly interested in dissipating whatever confusion exists due to rapid changes, as well as to know how much mastery of a sport can be taught in each period. Our job is more than teaching a skill. We are anxious to know how long a period of instruction is necessary to teach proper attitudes and habits in each activity.
3. A minority of our students have failed to sense our objectives and what we are endeavoring to accomplish for them. There still seems to be prevelant, in some cases, a carry-over from the secondary school that we are trying to do something to them rather than for them. A counseling and guidance program is being set up to dissipate this feeling; tests are being interpreted to the individual student; freshmen are being assigned to our own faculty advisors; and some letters have been written to parents describing a physical appraisal of their boys. As our staff is increased, this service will be extended. A motto "that the student is always right" has been in force during the last quarter. All discipline is handled by the Dean of the Lower Division of the College.

Emory University through participation in "The Atlanta Area Teacher Education Service," a cooperative educational enterprise sponsored by the University Center of Georgia, is making a direct contribution to the training of teachers in service. We see evidence of the evolution of a continuing program between the elementary, secondary, and college levels.

The purpose of the Atlanta Area Teacher Education Service is to combine the resources of the institutions with those of the public school systems in locating and attempting to solve the problems confronted by teachers and administrators of the public school systems in the area. Attempts to realize this purpose have been made through three specific types of activities. First, faculty members from the various institutions conduct classes which are taken by teachers for credit so that teaching certificates may be strengthened. Second, staff members of the various institutions serve as consultants to groups interested in securing help on a given problem in order that instruction may be improved. Third, specialists are brought in to the Atlanta area from other institutions to give special assistance in the fields which they represent.

# AUDIO-VISUAL AIDS IN THE TEACHER EDUCATION PROGRAM

Lloyd Messersmith
*Southern Methodist University*

One of the most challenging trends in modern education during recent years has been the attempt on the part of educators to devise procedures, techniques, and methods which would make school experiences more interesting and meaningful to students. School administrators have been disturbed over the fact that large numbers of young people drop out before completing high school. Even today, of each 1,000 children who enter elementary school, only about one half will complete high school. Because of this educational neglect, ten million adults reported in the 1940 census that they had attended school less than five years, and more than 659,000 draftees in World War II were rejected because of educational deficiencies. Many young people are forced to leave school because of economic factors, but the large majority of those who leave before completion of the high school course do so because the school program is not sufficiently meaningful and interesting to them. It has been demonstrated that when the curriculum is broadened, personal guidance offered, and programs adjusted to meet the individual needs of students, the number of withdrawals declines sharply.

Several major problems are facing educational leaders today in the administration of our school program. Increasing enrollments is one of the most acute. In 1940, there were about 2,500,000 children born in the United States; in 1947 there were 4,000,000. First grades had 532,000 more children in 1948-49 than they had in 1946-47, and by 1956-57, the total elementary school enrollment will be 8,000,000 higher than it was in 1946-47. This represents a thirty per cent increase in a decade, and it does not tax the imagination to visualize the problems which this condition imposes upon the educational structure in this country. The increase in buildings and qualified teachers to handle this additional load should be a matter of primary concern to all citizens, and particularly to those of us who are engaged in the education of teachers.

In order to meet the increased demand for teachers who will be qualified to provide a quality of leadership which will cause students to want to stay in school, our teacher-educating institutions must exercise extreme care in the selection and training of their product. The traditional methods of teaching, which are limited to a textbook approach to the teaching and learning process, will not solve the problem. In order to inject more interest and vitality in the school program, the teacher and administrator of today are concerned with the introduction of varying methods of presenting subject matter and with the provision of meaningful experiences which command the attention

and respect of the pupil. To produce qualified teachers able to teach effectively in the modern program of education, there exist certain areas which must receive attention in our training program. Our prospective teachers must become acquainted with and know how to apply the theories of learning which have been found most effective. They must understand and appreciate the problems involved in growth and development of people. They must know the content material in the fields in which they plan to teach, and should have experiences in the college field which will enable them to provide worthwhile experiences for the students with whom they will be associated. To produce teachers trained and qualified in these areas, it will be necessary for many of us to revise certain parts of our training program. It is entirely possible that the present four-year program does not provide enough time to produce a well qualified candidate for the teaching profession. If this is true, then we should look toward the possibility of adding an additional year in order to cover the minimum essentials. While doing this, however, we should give careful scrutiny to our present offerings, eliminate duplications, omit non essentials, and make every effort to provide a range of content and experiences which will make the maximum contribution to the development of a good teacher.

One of the new areas which has received considerable impetus in recent years is in the realm of audio-visual materials. The use of these materials has grown tremendously during the past ten years, and there seems to be every indication that their use will continue to increase. There is considerable evidence that the wise use of these materials will not only facilitate learning but make the process a much more interesting one for the student. These materials should be looked upon as supplementary aids in the teaching process and not as a substitute for textbooks and teachers. Because of the fact that the only association with the motion picture for many teachers has been in connection with the entertainment field, too many of them look upon it as an entertainment feature in the classroom and not as a means of instruction. To obtain the maximum value from educational motion pictures, film strips, and other related materials, they must be used as an integral part of the lesson where adequate preparations have been made for their proper reception by the student. They should not be presented as something "extra" with no apparent connection to the topic under discussion.

We cannot expect our prospective teachers to appreciate the value of audio-visual materials, unless we give them an opportunity to see these materials used in their college classes. We should not place ourselves in the position of some teachers of methods courses who describe and recommend certain procedures which should be observed in the presentation of materials and then proceed to violate many of these principles in their own teaching. Nothing will impress students with the value of visual aids like a wise and judicious use of these materials by the college instructor in the presentation of his own lesson

content. In addition to teaching by precept and example, we should include in our curricular offerings somewhere some specific materials relative to the use of audio-visual aids in which the student may gain practical experience in the use and evaluation of these aids. Floyde E. Brooker, Chief, Visual Education, in the United States Office of Education stated recently: "less than ten per cent of our teachers are trained in the use of audio-visual materials and methods, and few of our major universities and teacher training institutions offer adequate training."[1]

To those of you who might be interested in a report of the research findings of the armed services in connection with the use of audio-visual materials, we should like to recommend the publication, Experiments in Mass Communication by Hovland and associates, published this year by the Princeton University Press. While the authors of this book readily admit that it was not possible to carry on all of their experiments under carefully controlled conditions, the trends indicated are of sufficient significance to warrant serious consideration on the part of educators. This report indicates that in teaching situations the amount of learning, as measured by certain factual tests, was significantly greater in areas where visual aids were used as an integral part of the teaching procedure than when instruction was limited to lectures and traditional forms of teaching. On the question regarding the relative effectiveness of the motion picture and the film strip as a teaching medium, the film strip was found to be just as effective as the motion picture, in fact, more so in certain areas. Another finding shows that men from the higher educational levels obtained more information from these aids than those in the lower educational brackets. As the authors point out, "the positive correlation between educational attainment and film effects on information items was a consistent phenomenon throughout these studies." Since the personnel with whom we work usually falls in the higher educational brackets, we should not delude ourselves by thinking that the only means of teaching on the college level resides in lectures and reading assignments.

This study also found that the simple act of announcing that a quiz would be given on the material included in the film after its showing increased learning from 66 to 81 per cent. In some schools, this would represent a grade raise from D to B. This device would probably not be nearly as effective in schools as a motivating agent, because quizzes are normally expected after presentation of a unit of material. In the armed forces, the quiz was not the usual procedure and an announcement of one probably provided an increased motive for the men to observe closely. Preparation of the audience for proper reception of the film was also found to increase to a significant degree the amount of material learned. By pointing out pertinent points in advance the film took on added significance in the minds of the audience and greater learning was the result.

1. Brooker, Floyde E., *The School Executive*, September, 1949.

The field of health and physical education is particularly suited to the utilization of visual materials, in the acquisition of information and development of attitudes. The film maker is not forced to resort to animated pictures, graphs, and inanimate objects for his sole source of material but can photograph living boys and girls in action. Physical education activities provide excellent material for protrayal on the screen, and, since this medium of expression facilitates the learning process, we should make every effort to include it as an integral part of our training program. Excellent materials are now available in both the motion picture and slide film area in our field. The Beginning Sport Series produced by the Athletic Institute should be available in all physical education departments and used by teachers not only to give instruction to college students but to illustrate to these prospective teachers how such aids might help them when they get on the job.

The recent announcement that magnetic recording material can be successfully placed on processed film so that sound may be added in a system similar to that now used on wire and tape recorders, should prove a big boon to teachers who want to add their own commentary and background material to silent films. The work is a result of the research in motion picture photography by the Armour Research Foundation of the Illinois Institute of Technology. It was considered of sufficient importance to warrant the receipt of the United States Camera Achievement Award for outstanding contribution to motion picture photography this year. Companies have already been licensed to manufacture equipment for public utilization of this new invention. Those in the profession interested in conducting research involving sound on motion pictures should find this new aid a great convenience.

In conclusion, we should like to suggest the following recommendations.

1. That we include in our training programs instruction in the utilization of various audio-visual materials, and that we give practical significance to our instruction by using these aids as an integral part of our own class instruction.
2. That we keep ourselves acquainted with the wide range of audio-visual materials which are being produced in our field in order that we may be in a position to make critical evaluation of these aids for our students.
3. That we conduct research programs related to the use of audio-visual materials and methods in order that recommendations relative to types of materials and their use may be made available to the profession.
4. That we observe the techniques and procedures in the use of these materials which have been proved by experimentation to facilitate the learning process.

# RECENT DEVELOPMENTS AND TRENDS IN THE FIVE-YEAR PLAN

Glen E. Galligan
*Washington State College*

The five-year program in teacher preparation was adopted by several colleges and universities in the early 1930's. It was started because of a demand for better-trained teachers. By 1936 four states, Arizona, California, Kentucky, and Washington had extended some college requirement beyond the traditional four years of pre-service training.[1] The State of California has required a post-graduate year of training for holders of the general secondary credential for more than twenty years. Probably other states, and many more colleges and universities, would have followed the pattern of lengthening the pre-service teacher-training period, had not the shortage of teachers during the war period made the inauguration of such a plan inadvisable.

The question might be asked, Is the five-year plan one of the controversial issues in teacher preparation? A review of current literature in the field of teacher preparation reveals that the three phases of teacher education most commonly discussed are these: the pre-service program and the need for extending the period to five years of college; modification of the curriculum with special attention to general education and specialization; the inservice training program as a part of the five-year program.

The Pre-Service Program. There is a definite trend toward extending the length of the pre-service training period to a minimum of five years of college preparation. The need is as great for elementary teachers as for high school teachers; however, most of the five-year programs now in operation are concerned with preparation for the secondary field. Colleges and universities that have adopted the five-year pre-service program claim benefits to students which were lacking in the four-year college program. Advantages of the extended pre-service program, as cited by several colleges having such programs in operation are:[2]

Theory and practice are more closely correlated; more attention is given to extra-instructional activities; graduates are better grounded in the subject matter area in which they are certified to teach; they are more mature; they are inducted into teaching situations more gradually; the graduates have a more favorable attitude toward teaching.

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1. Zora Klain, "Beyond the Traditional Four Years," *School and Society*, 45 (1937), 860-2.
2. Jones, H. J. and Peller, T. L., "The Five-year Program for Training of Teachers at University of Pennsylvania," *Educational Outlook*, XVI (1942), 136.

The faculty in education at Cornell University adopted the five-year program of in-service preparation for secondary school teachers in 1938. Ferris,[3] in discussing their program, stated, that the program was planned for the purpose of meeting three outstanding needs: (1) An understanding of American life and that teachers be able to contribute to it, (2) develops a more functional type of secondary education, (3) the development of ability to practice the profession successfully. Maaske[4] suggests that a five-year program would enhance the potentialities for professional education. He feels that one of the chief lacks in the pre-service teacher-education program has been the failure to place sufficient emphasis upon an appraisal of their effectiveness. Hawkes,[5] in a review on the five-year preparatory course for secondary school teachers at Columbia University, points out that no longer can a teacher occupy a narrow zone of specialization. He believes teachers should be prepared to work with school departments other than their own. To do this, a student would need four years of liberal arts study, with subject matter his principal concern. The fifth year should be devoted chiefly to technical problems and some subject matter material.

Klains'[6] study in 1937 indicated a marked trend toward setting some requirements for teacher training beyond the traditional four years. Has his trend gained or lost support since this study was reported? Peik[7] answers this question, and I believe, his opinion is supported by many, when he says, "Let us not rationalize a situation when it can be proven so easily that what needs to be done cannot be completed in four years of the best sort of effort." The Joint Committee of the N.E.A. and the Association of National Congress of Parent and Teachers support Peik's viewpoint in an article, "Our Schools and the Next Decade." They contend that for schools of tomorrow, four or five years will be the necessary minimum amount of professional preparation. Will this challenge be accepted by responsible persons in teacher education? Information available indicates that state departments of education, institutions undertaking teacher training, and professional educational organizations recognize the problem, and are giving serious thought to lengthening the period of preparation for teaching.

Modification of the Pre-Service Program. Are college and public school administrators satisfied with the present teacher-training curriculum? There seems to be quite general agreement among educators that curriculum organization and change are needed. But there

3. Ferris, Emery H. "Five-Year Program for Preparation of Secondary School Teachers at Cornell University," *Educational Administration and Supervision*, XXIX (1943).
4. Maaske, Ruben J. "Thesis for General Education of Teachers," *Educational Administration and Supervision*, XXIV (1949), 19-24.
5. Hawkes, H. E., "Five-year Preparatory Course for Secondary School Teachers at Columbia University," *School and Society*, XXXVII (1938), 693.
6. Ibid., p. 860-2.
7. Peik, W. E. "Objectives for the Future," *American Association for Teacher College Year Book*, (1948), 15.

are still problems to be solved. Problems which seem to be most frequently discussed and upon which there is some disagreement are as follows: (1) The organization and content of general education courses and where such courses should be placed in the curriculum. (2) When shall professional education begin in the total program. (3) Where shall specialization begin?

The importance of redirecting teacher education is recognized by studying the responsibilities of the teacher of today. Lindsey[8] in the article, "What They're Saying in Teacher Education - Opinions of Important People," compares the relatively simple task of preparing teachers three decades ago with responsibilities of today. She points out that the teacher of thirty years ago was not expected to broaden the concept to include the understanding of children, meeting individual needs, or contribute to community life. The task of adequately preparing teachers today demands five essentials: (1) an understanding of human growth and development; (2) the nature of society in which we life; (3) the roll of education in the world in which we live; (4) the democratic process in action; and (5) the roll of the teacher in contributing to the teacher-learning process. It seems logical that if our graduates are to be trained to carry out the demands listed above, the curriculum will need to be modernized and lengthened.

How does general education fit into the modernized curriculum? This is a problem yet to be solved. There are those who advocate that the first two years of the college program should consist largely of general education. Others contend that learning is a gradual process and some general education should be given through the fourth and fifth years. Whatever the content and organization, there is agreement that general education should give the teacher competence in subject matter, an understanding of himself, and social understanding of present-day life.

When shall professional education begin in the teacher-training program? The American Association of College for Teacher Education, gave their answer to this question at the National Conference in St. Louis in 1949. They recommended that professional education be an integral part of each four years in college.

Another issue is that of specialization. When should specialization begin and how should it be fitted into the program with general education? Horrocks[9] contends that the trend is to liberalize the undergraduates program of courses, with increased attention given to breadth of culture background. Preparation for specialization should be reserved for graduate years. MacDonald, Executive Secretary of the Department of Education of the N.E.A., in commenting on general education and specialization, as reported by the *Spokesman-Review*

8. Lindsey, Margaret, "What They're Saying in Teacher Education--Opinions of Important People," *Education*, LXX (1949), 135-141.
9. Horrocks, John E. "Current Isoms and Trends in Secondary Teacher Education," *Educational Administration and Supervision*, XXXIX (1948).

Dec. 7, 1949, at the Pacific Northwest Conference on Higher Education said, "Specialization is as valuable as it is inevitable. From this specialization comes more thorough, more precise scholarship. Our problem is not to halt the trend, but to find successful methods of integration among the diverse elements of higher education. Such a task is not impossible."

The In-Service Program in Teacher-Education. How does the in-service training program differ from the pre-service program? What is the attitude of college and school administrators toward the in-service program? These questions arise in the minds of persons not actively engaged in teacher education. Let me say, before answering these questions, that there seems to be a definite trend toward an in-service training program. The in-service program is looked upon by some persons in the field of teacher education as a part of the five-year program. It differs from the five-year pre-service program in that a teaching temporary or provisional certificate is usually granted at the end of four years of college work. This certificate is valid for a certain period of time only, the tenure varying in different states. The range is usually from one to five years. During the period certain specific courses must be completed in order to renew the provisional certificate. Upon evidence of successful teaching and completion of a certain number of hours of professional study, within a specific time, a permanent certificate is granted.

Does the in-service program have any advantages over the pre-service plan? Directors of some state departments of education feel that the in-service training program has numerous advantages over the five-year pre-service plan. The Department of Public Instruction in the State of Washington found it necessary during the war period, because of shortage of teachers, to issue temporary teaching certificates at the end of four years of college, although operating under the five-year plan. The forced modification of the Washington five-year plan reveals some interesting information. The faculty of the School of Education at the State College of Washington, found that the teachers returning for their fifth year of study, after experiencing some teaching in the field, made a better selection of courses, had a better attitude toward teaching, and seemed to have better understanding of teaching problems.

Several states, such as Ohio, Michigan, West Virginia, Mississippi, and Pennsylvania follow an in-service training program. The State of Ohio certification procedure provides for the granting of a four-year provisional certificate upon graduation from an approved four-year curriculum. The professional certificate is granted only after twenty-four months of successful teaching and eighteen semester hours of additional training. This certificate, incidentally, is the lowest class certificate which entitles the teacher to tenure in the State of Ohio. Beginning September 1, 1951, the elementary and secondary teaching certificate will be discontinued in the State of Washington, and only one general certificate granted. A similar plan of teacher

certification was approved by the education department in the State of West Virginia in January, 1944.

The Department of Education in the State of Washington will issue a qualifying general certificate good for four years at the completion of four years of college, including a degree and the meeting of specific requirements. The regular general certificate is issued after at least one year of teaching experience, plus an additional year of college. This additional year may be taken during summers. This new five-year in-service plan was the result of careful study by the Teacher Education Committee, composed of state department of education members, superintendents of schools, principals and classroom teachers. The program may indicate a definite trend in in-service training.

Requirements for a qualifying general certificate are as follows: (1) General College requirements, (2) Required Courses, (3) Definite Areas of Concentration, (4) Professional Education Courses.

An interesting phase of Washington's new program is the listing of three options, A, B, and C. If a student chooses Option A or B, he will get a degree in the area of concentration he selects, provided he meets requirements set up. The degree under option C is in education. There are five areas of concentration listed by the State Board of Education: health, language arts, social studies, science and mathematics, fine and applied arts.

The specific pattern of the general college requirement which the student will need depends upon the department which issues the degree. The department from which the student gets his degree will depend upon the option he chooses.

The required courses outlined in the new regulation seem to conform to recommended procedures in general education, which stress the need for a broad background of experience. The required courses are: speech for the teacher, general psychology, health for the teacher, music for the teacher, and art structure.

The West Virginia requirements for the public school certificate, based on a single curriculum, seem to support the trend for a five-year in-service training program. The opinion of public school administrators is expressed in "Excerpts from the Summary of the Single Curriculum," a West Virginia Study in Teacher Education, as follows, "The problem of in-service teachers had made them see that the existing patterns of training were unnecessarily inflexible and discouraged the mobility of teachers by demanding additional college work which brought no direct return when measured in terms of teacher improvement."

Summary. A summary of developments and trends in the five-year plan of teacher preparation reveals that: (1) There is definite agreement as to lengthening the period of training for teachers; (2) A modification of the present curriculum is desirable and necessary, if demands upon the present-day teacher are to be met; (3) There are both five-year pre-service and in-service teacher preparation programs in operation; (4) There seems to be greater support at the present time for the five-year in-service training program.

# STANDARDS FOR INSTITUTIONS OFFERING TEACHER EDUCATION CURRICULA IN HEALTH AND PHYSICAL EDUCATION

Karl C. H. Oermann
*University of Pittsburgh*

In 1948, two papers were read at the annual meeting of the College Physical Education Association relating to the problem of standards for institutions offering teacher training curricula in physical education. The first of these papers, presented by H. L. Berridge of the University of Pennsylvania, was entitled "Accreditation of Professional Education in Physical Education"[1] and the second by H. H. Clarke of Springfield College "Justification for Establishing Minimum Standards for the Preparation of Physical Education Personnel."[2] Since both of these gentlemen made mention of the past efforts of our profession toward the establishment of standards for the preparation of teachers in this field, I do not intend to cover the historical aspects of the problem. It is worthy of note, however, that the work of the Committee of Nine, the Judd Committee, and the Neilson Committee varied so greatly in scope that each report might properly be considered a pioneering effort in its day.

At the present time, another pioneering effort appears to be underway. In fact, the answer to the problem being discussed in this paper might well be forthcoming from the national studies on professional preparation in health education, physical education and recreation under the sponsorship of the Athletic Institute. It would seem that for the first time we are concerned with the problem as it exhists for the preparation of teachers in the three separate areas. However, although we, the producers, seem to be concerned with the need for greater specialization, the major consumers of our products, the secondary schools, are endeavoring to let us know that they are still interested in some teaching combination of these fields. The medical profession finds itself hard pressed to provide the American public with sufficient general practitioners because of this same tendency. In Pennsylvania, more than 800 of the 1,171 secondary schools have enrollments of less than 500 students, and 425 of these schools have enrollments of less than 200 students. Speaking before the School and College Division of the National Safety Council, with regard to the dangers involved in the establishment of a teaching major in the field

1. Berridge, H. L. "Accreditation of Professional Education in Physical Education," *Proceedings of the College Physical Education Association,* December 1948, pp. 44-52.
2. Clarke, H. H. "Justification for Establishing Minimum Standards for the Preparation of Physical Education Personnel," *Proceedings of the College Physical Education Association,* December 1948, pp. 53-60.

of safety education, Malcom Price, President of Iowa State Teachers College, reported that an average high school in Iowa consisted of seventy-five students taught by four teachers.[3] Can schools of this size, or even those with faculties of fifteen or twenty teachers, afford the luxury of special teachers in health education, physical education, and recreation?

I have been asked to discuss the problem of standards for institutions offering teacher education curricula in health and physical education, with particular reference to what we are doing in Pennsylvania. Although I recognize the trend in separating these two areas, the teaching credential for Pennsylvania and the standards for accreditment of institutions within the state both include the words health and physical education. I would, therefore, like to follow the directions of the Program Chairman and use both terms in this presentation.

Many of you are familiar with that excerpt from the letter of an irate mother written to a long-suffering health teacher who had been trying to improve Johnny's personal cleanliness. It read in part, "Johnny ain't no rose. Teach him. Don't smell him."

Today, I am sure conditions are somewhat different. The strong, pungent aroma in many of our sacred school corridors stems not from the pupils but from the program. As individuals interested in the teacher education curricula in our colleges and universities, a portion of the responsibility for this condition rests with us. What steps have been taken to guarantee the educational respectability of our own efforts in health and physical education?

According to Webster, a standard is "an established rule or model." This definition implies that one or more individuals have at least some concept of what is being measured or modeled. It is always to be hoped that the establishment of a standard involves broad, reflective, and critical thinking concerning that which is being evaluated. Unfortunately, in education the criteria employed have more frequently been subjective rather than objective in nature. We, the representatives of institutions preparing teachers in health and physical education as well as those who accept or employ our students, have a right to know on what basis the efforts of our respective institutions are being evaluated. What standards should our profession adopt in order to determine the extent to which certain institutions are meeting their avowed objectives?

The history of establishing standards in some organized fashion for the evaluation of professional preparation in any field probably stems from a growth in the magnitude of the problem. Thirty years ago about twenty institutions were interested in training young men and women as teachers of health and physical education. Only a handful of states concerned themselves with the issuance of teaching

3. Price, Malcom, "A Well-Rounded Safety Curriculum for the Prospective Teacher," *Preliminary Report of the School and College Division, National Safety Council,* October 1949, p. 1.

credentials, in this area of education. As a result, teacher training curricula just grew. The impetus usually being provided by one person within the institution who had a deep and abiding conviction regarding his field, who had a social consciousness, strong personal drive and a thick skin. To the work of these men of vision, we have added and subtracted until today our thinking, with regard to the preparation of teachers in health and physical education, has become fairly well crystalized. Institutions offering sound professional preparation may differ in course titles, credit allowances, and program sequence, but in general, we know where we are going and what it takes to get there.

However, instead of a few institutions being interested in the education of teachers in health and physical education, there are hundreds which purport to have curricula. In the January, 1949, publication of the United States Office of Education entitled *Institutions Offering Professional Education in Health Education, Physical Education and Recreation*[4] 455 different colleges and universities are listed. In Pennsylvania alone within the past two years, thirty additional institutions have appealed to the Department of Public Instruction for the right to offer a teacher education curriculum which will lead to certification in health and physical education.

Several rather feeble attempts have been made to give some guidance to the institutions desiring to train teachers of health and physical education. Usually these efforts were so general in nature and were worded so vaguely that they were meaningless. How many state departments of education have access to a definite teacher education curriculum in our field which was prepared under professional guidance and which can be used to evaluate institutions in this area of teacher education? Regional accrediting agencies for the most part approve the teacher education efforts of an institution on the basis of general criteria rather than on criteria related to a specific field. Even more tragic is the fact that thousands of students are unaware of the importance of accreditation, and thus become innocent victims of false claims. One Pennsylvania institution listed in the United States Office of Education publication referred to previously claims to offer a teacher training curriculum in health and physical education yet students who graduate from this institution are not certified to teach in Pennsylvania.

A rapid survey of the underlying factors which have led to inadequate teacher education curricula in health and physical education would seem to involve the following problems:

1. Growth in the recognition of the importance of health and physical education, with a subsequent ill-advised and disproportionate increase in the number of institutions attempting to train people in this area of education.

4. Federal Security Agency, Office of Education, *Institutions Offering Professional Education in Health Education, Physical Education and Recreation,* January, 1949.

2. Lack of information to guide institutions attempting to establish teacher education curricula in health and physical education.
3. Lack of criteria for the evaluation of institutions already offering teacher education curricula in health and physical education.
4. Lack of institutional integrity in offering teacher education curricula in only those fields in which they have the resources necessary to do the job. There seems to be a faint suspicion that this problem may be related to the strong desire on the part of some institutions to have winning athletic teams at any cost.
5. Lack of an accrediting agency which will evaluate the institution's resources for offering teacher education curricula in specific fields of education.

It is immediately apparent that each of these factors involves the establishment of some standards which can be used to guide, to evaluate and to accredit institutions attempting to train teachers in this field. After checking the practices of twenty-seven accrediting organizations for technical schools or departments, as listed in Bulletin 1949, *Accredited Higher Institutions*, by the United States Office of Education,[5] it was evident that standards in the following categories were usually considered:

1. The general administrative and organizational pattern of the institution.
2. The place of the various schools or departments in this pattern.
3. The curriculum content within a specific school or department.
4. The faculty within a particular school or department (its selection, rank, tenure, load, and professional contribution).
5. Teaching resources and methods within the school or department.
6. Library facilities including factors of availability and titles relating to a specific school or department.
7. Total physical plant and equipment, as well as special features envolving a specific school or department.
8. Selection of the student body.
9. Printed announcements and course descriptions for a specific school or department.
10. General acreditation by a regional accrediting association.

In Pennsylvania, the State Association for Health, Physical Education and Recreation has a standing committee called The Committee on Professional Preparation and Certification. This Committee meets at least three times annually with the officials of the State Department of Public Instruction, in order to discuss problems relating to teacher preparation and certification in health and physical education. Each of the eleven institutions authorized by the state to train teachers in health and physical education has representation on the Committee.

5. Federal Security Agency, Office of Education, *Accredited Higher Institutions*, Bulletin 1949, No. 6, 1948, pp. 61-91.

In almost all cases, the department head represents the school, and most meetings are characterized by one hundred per cent attendance. The Pennsylvania Department of Public Instruction has increasingly relied upon this Committee for advice and guidance in matters relating to health and physical education. It has indicated that certain studies should be made by the Committee, and it has on several occasions requested specific action on the part of the Committee in attempting to solve problems on a state-wide basis. Such a request was made in 1947, when it became apparent that an increasing number of institutions were attempting to seek accreditment for the preparation of teachers in health and physical education. Under the chairmanship of W. F. Meredith, a committee immediately began to work on the establishment of standards for the accreditation of such institutions. The standards appended to this paper are the result of this committee's efforts. They were presented to the Pennsylvania State Council on Education in October, 1948, and they have been used by the Department of Public Instruction on many occasions since. I do not think this committee claims that these are all the standards, or that they have been presented in the best manner, but it is a start, and it is helping Pennsylvania do a job that should have been done in many other states. In the post-war period only one additional institution has been accredited. We do not need more institutions to prepare teachers of health and physical education, we need to find means of doing a better job in those already accredited. At the present time, more than 2,500 students are majoring in this field in the eleven accredited institutions. Most of the members of this committee are now concerned with establishing better screening practices within their own institutions, so that fewer and better teachers will be graduated. At the present time, roughly forty per cent of the pre-education freshmen at the University of Pittsburgh who wish to major in health and physical education are being denied admission to the School of Education in their sophomore year. Similar steps are no doubt being taken by other institutions.

If a body of recognized standards is forthcoming in our own profession, it is imperative that we profit by the experience of other accrediting associations in the establishment of their standards. The *First Yearbook* (1948) of the American Association of Colleges for Teacher Education contains some interesting conclusions regarding standards.[6] One of the organizations included in the merger to form this Association was the American Association of Teachers Colleges. Although the group is no longer in existance, its Committee on Standards and Surveys under the chairmanship of E. S. Evenden, Teachers College, Columbia University, reported on its twenty-five years of experience, and the opinions of 119 college presidents as to the value

6. Report of the Committee on Standards and Surveys (E. S. Evenden, Chairman) "A Quarter Century of Standards," *First Yearbook of the American Association of Colleges for Teacher Education*, 1948, pp. 118-119.

of the work of this Committee. In brief, some of the conclusions were:

1. That standards and accrediting procedures were initiated, developed, applied, and revised by this professional group itself.
2. That standards at no time were considered fixed and static.
3. That standards were developed by the voluntary work of the membership.
4. That work of the Committee was expanded to include studies of professional concern related to standards.
5. That the scope of the Committee's work increased, and it became necessary to call more frequently upon the institutions for needed data.
6. That there was strong approval on the part of the membership for the maintenance of an accredited list and supporting standards.
7. That there was approval of the policy of moving revisions of standards in a qualitative direction as opposed to quantitative.
8. That wide variation in the interpretation of qualitative standards meant that those who use them must become experienced in interpretation and reporting them.

Each new accrediting agency must of necessity establish its own standards. Today the number of accrediting agencies is so large, the cost is so great, and the procedures involved so complex that many leaders in education would favor the abolition of the all accrediting agencies. On the other hand, there are those who feel such a step would be a distinct loss to American education. In the light of this conflict in opinion, A. J. Brumbaugh, Vice President of the American Council on Education, has indicated the purpose of accreditation.[7] These are:

1. To promote and maintain high standards of education in arts and sciences.
2. To promote and maintain high standards of preparation for service in the professions.
3. To protect society against incompetent professional practitioners.
4. To maintain an adequate supply of qualified personnel in the professions.
5. To guide prospective students and their parents in the selection of a college of recognized standing.
6. To facilitate the transfer of students from one college or university to another.
7. To encourage colleges and universities to engage in experimentation and self-evaluation.
8. To aid institutions in securing the staff and facilities needed to do work of high quality.

7. Brumbaugh, A. J., "The Significance of Accreditation," *Annals of the American Academy of Political and Social Sciences*, Vol. 265, September, 1949, p. 61.

9. To protect institutions from undue political influence.
10. To protect society against educational frauds.

These purposes would seem to be ample justification for the establishment of some accrediting procedure for institutions preparing teachers in health and physical education. We can no longer afford to quibble about the standards which are to be used. Too many other accrediting agencies have set the pattern which can well be adopted by our profession. In at least one state, the challenge was met head-on. Now the time has come to face the problem on a national scale.

In the light of our experience in Pennsylvania, I would recommend that our profession prepare and adopt a set of minimum standards to be used in the evaluation of institutions preparing teachers in health and physical education. I would further recommend that the standards be specific enough to serve the purpose for which they are intended. Use of such words as adequate, complete, qualified, and sound should be avoided unless they carry interpretations. If these standards are to be used by an accrediting body on a national scale, it seems to me, the plan proposed by Berridge is a sound one and worthy of further consideration. In Pennsylvania, the Department of Public Instruction serves as the accrediting agency. This department has received strong support and cooperation from the Pennsylvania State Association for Health, Physical Education and Recreation through its Committee on Professional Preparation and Certification. The following standards are submitted for your study, as an indication of one attempt that has been made by our profession to guide and evaluate institutions preparing teachers in this field:

I. General Standards.

| Yes | No | |
|---|---|---|
| ( ) | ( ) | 1. The institution is an accredited member of the American Association of Colleges for Teacher Education. |
| ( ) | ( ) | 2. The institution has established an organized four year curriculum of professional education in health and physical education. |
| ( ) | ( ) | 3. The institution has an efficient student health service program. |
| ( ) | ( ) | 4. Recreational programs including physical education activities are conducted at the institution. |
| ( ) | ( ) | 5. All health and physical education is organized in one department or administrative division. |

II. Standards for the Selection of Students.

Yes No The institution admits to the professional education curriculum in health and physical education only those students who:

( ) ( ) 1. Have graduated from a four year course (or the equivlent as shown by examination) in a secondary school accredited by the state department of education in the state in which the school is located.

( ) ( ) 2. Have an intelligence quotient of one hundred or more on a standard intelligence test or satisfy the college entrance requirement.

( ) ( ) 3. Have had a health examination upon entrance into the professional education curriculum, the results of which show no impairments likely to affect adversely the future success of the applicant as a teacher of health and physical education.

( ) ( ) 4. Present evidence of a satisfactory oral and written command of the English language as determined by any standard tests which the institution may apply.

( ) ( ) 5. Demonstrate or present evidence of a satisfactory skill in motor activities at the time of entrance to the professional education curriculum.

III. Standards for Staff.

Yes No

( ) ( ) 1. The director is a qualified educator whose undergraduate major preparation has been in the field of health and physical education and who has had previous and successful experience in the major field as teacher and administrator and holds the degree of Doctor of Philosophy or Doctor of Education.

( ) ( ) 2. The institution employs at least five full time instructors giving one or more professional education courses in health and physical education.

( ) ( ) 3. All members of the staff giving any professional courses in the theory of health and physical education (activity courses not included) have a Master's degree.

( ) ( ) 4. All staff members meet certification requirements at the level for which students are being prepared.

( ) ( ) 5. All full-time staff members giving any courses in professional education in health and physical education

Yes No have had one or more years of preparation or teaching experience in some institution of collegiate grade other than the one in which they are employed.

( ) ( ) 6. The teacher or teachers in charge of special methods courses and supervised student teaching in health and physical education have had at least three years of teaching experience in an elementary and/or secondary school.

( ) ( ) 7. The staff members have made worth-while contributions to the profession (in addition to teaching) evidenced by research, lectures, publications, papers, radio talks, committee service, and membership in local, state, and national professional organizations.

( ) ( ) 8. The weekly teaching load for staff members teaching courses in health and physical education does not exceed twenty scheduled class hours of activity courses, sixteen scheduled class hours of undergraduate, or twelve scheduled class hours of graduate health and physical education courses.

IV. Standards for Facilities.

Yes No

( ) ( ) 1. The institution has the facilities, equipment, and supplies that are necessary to conduct an efficient student health service program.

( ) ( ) 2. There are a sufficient number of well-designed and well-equipped classrooms for instructional use in the health and physical education program.

( ) ( ) 3. There are adequate lecture and laboratory facilities for the work in the foundation sciences.

( ) ( ) 4. The institution has indoor facilities such as gymnasia, special activity rooms, dance studios, swimming pools, handball courts, locker, dressing and shower rooms, and arrangements for drying, repair and storage of equipment, also, lecture, social, club and reading rooms.

( ) ( ) 5. Outdoor facilities such as fields and courts for a variety of sports including archery, baseball, field hockey, football, golf, soccer, softball, speedball, tennis, track and field, and volleyball.

( ) ( ) 6. The institution has indoor and outdoor court and game areas which conform to official standards in size and marking.

Yes No

( ) ( ) 7. The library of the institution contains an adequate number of titles (minimum 1000), and periodicals (minimum 30), and other study materials in the field of health and physical education and in related fields, and these are being kept constantly up to date.

( ) ( ) 8. The institution has the necessary equipment and facilities for adequate use of audio-visual aids.

V. Curriculum.

Yes No

( ) ( ) 1. The curriculum provides a sequentially planned professional program conforming to the requirements of the Pennsylvania State Council on Education.

# FOOTBALL COSTS IN THE INDEPENDENT LIBERAL ARTS COLLEGE

J. H. Nichols
*Oberlin College*

A survey of college football costs in twenty-two typical independent liberal arts colleges by President Wilkins ten years ago revealed that football is a direct expense to the college, and that in order to be maintained must be financed as an integral part of the physical education department budget.

This study as well as many others, completely explodes the myth which has been maintained by the press and others that football is a great money maker and is the financial angel that carries all the rest of the sport program. This is certainly not true as far as the small independent college in a small community is concerned. This type of college makes up the great majority that carry on intercollegiate football.

The twenty-three colleges from which the study was made included Allegheny, Bates, Beloit, Bowdoin, Carleton, Colby, Denison, Hamilton, Hampton-Sydney, Haverford, Hobart, Knox, Lawrence, Oberlin, Pomona, St. Johns, Susquehanna, Swarthmore, Trinity, Washington & Jefferson, Ohio Wesleyan, and Wooster. The average expense at that time (probably about doubled today) for the conduct of football was $8,380, and the average loss was $1,743. The expenses listed were the proportion of the coaches' salary, based on time, that should be charged to football, officials, supplies and equipment, care of grounds, travel, payments to visiting teams, and all other expenses, such as medical, care of equipment, movies, postage, advertising, telephone, telegraph, payments to trainers, etc.

There were two of the twenty-three colleges in which there was a surplus of income over expense. One shows a surplus of $1,492 and the other a surplus of $79. The range of deficits in the other twenty-one was from $268 to $5,530. The average deficit, counting surpluses as well as deficits, was $1,743.

It is clear that in practically all colleges of this group, and in all probability since these are typical independent colleges of the country as a whole, the football program is not only not a source of support for the other athletic programs but is itself a direct expense to the college, just as are all other intercollegiate sports. The colleges of this particular group are spending on the average $1,743 of college funds to maintain the program, an amount which is equivalent to the income, at 4 per cent on an endowment of $43,575.

Football, just as all other sports, is made possible for colleges of this group and for others which they typify, by the use of funds given or paid for educational purposes. Recognition of this fact should lead

us to ask ourselves whether the intercollegiate football program is justified as an educational expense? And, if the decision is "yes," we are clearly obligated to strengthen and dvelop those features of the football and intercollegiate program which have the most educational value for the students and to minimize those features of the program which have the least educational value.

For many years our independent liberal arts college group, meeting with the N.C.A.A., has expressed the conviction that for this type of college the whole athletic program should be budgeted as a part of the regular program of the department of physical education, and in most of the colleges and in many universities this has been accomplished. The separate athletic association is fast disappearing in all colleges.

There are many educators who have come to believe that football is a "lost cause," as far as education is concerned in most of our universities and colleges. Many would share in the belief expressed by a university dean recently in a prepared article. He stated "...that college football has become for the most part a gigantic entertainment business, which is corrupting higher education. It has been professionalized and commercialized to a point where it has become a national scandal." The N.C.A.A. has recognized that we are at the crossroads in the setting up of the sanity code, which attempts to salvage, to a degree, the game as an amateur sport. The crucial issue, while appearing to be that of amateur versus the professional viewpoint, or the educational versus the entertainment business, or as some would put it, the hypocritical versus the non-hypocritical point of view, is basically a financial one. The vested financial interests that are tied-in with big time football are in the saddle and in control at many institutions.

However, in spite of this long-time trend toward the commercialization of intercollegiate football, I am convinced, a conviction expressed before the College Physical Education Association in 1936 at New York, that colleges are moving in two opposite directions.

One group of institutions, by force of circumstances because of their geographic situation or by their own choice, is moving unquestionably and steadily in the direction of greater commercialization and professionalizing of college football. There is unlimited evidence to support this point of view. This group is composed, for the most part, of those institutions in larger cities or in close proximity to them. Westbrook Pegler,[1] at that time, represented the point of view of the press when he said, "Mr. Frank Vanderlip of the Carnegie Foundation, seems unduly alarmed about the commercialization of intercollegiate football because after all, commerce is one of our favorite institutions and nobody is the worse for a good seasons business." The trouble with Mr. Vanderlip and men of similar mind about football, including many conscientious educators, is that they try in

1. Wesbrook Pegler is a sports writer for the Journal American, New York City.

their minds to fit this highly professional department of the show business into the character and measurements it occupied when they were very young. Mr. Vanderlip would fit as well into baby clothes. The commercialization is the development of the game. It makes business for sporting goods people, railroads, hotels, telegraph companies, newspapers, restaurants, gasoline companies, air lines, radio and television, and local merchants, and it will never be decommercialized as long as individual teams can play to big gate receipts. "After all, it would take no skin off our ideals if we were to acknowledge one of the most familiar facts of life in this country which is that football in many institutions is a branch of the entertainment business. My suggestion would be that players openly be awarded a fair share of the gate receipts." This represents frankly and honestly one point of view.

There is another point of view and a second group of institutions, made up for the most part, of the smaller independent liberal arts colleges in the smaller communities, represented by the study mentioned. This group is moving very definitely, or is being pushed in the other direction and toward the inclusion of intercollegiate sports in a unified physical education program, all financed by college funds. Football no longer is a commercially profitable enterprise for them, and no athletic scholarships, financial inducements, remission of tuition, high-powered publicity, or anything else will permanently change the picture. For the most part, they have recognized and accepted the fact that the more highly commercialized and the finer show football becomes in the large centers, the less emphasis small college football will receive from the public and the press and the less important football will become as a money making enterprise in the smaller, independent liberal arts colleges and other similar institutions. Some colleges are still hoping for the return of the good old horse and buggy days before the automobile, radio, and television, when many small colleges attracted almost as big crowds as the large universities. Those days are gone, and in my opinion, not to return.

The small school may continue to struggle in an attempt to compete, to offer athletic scholarships and special inducements, to play a money schedule with most games away from home and still take in enough money to hold a high powered coach and be fairly successful financially and in the won and lost column. Eventually, however, they will lose out. They will find that the educational price they have paid for a false athletic prestige has been a dear one. A number of institutions have discovered this in the past.

Please get me straight on this. I know there is a tendency by those of us who observe some of the abuses which have grown up around so called big-time football, to indict the universities in large cities as a group. I also will agree that there are many small colleges where relatively the evils are much worse than those connected with many of our largest universities. Size, in itself, is not to be condemned, and making large sums of money is not necessarily evil, although it is

probably true that it requires a great deal more strength of character in individuals and institutions to keep from being stampeded in this situation than it does where fewer vested interests are involved. The smaller college in a small town is comparatively free from pressure groups represented by business and press, and from the more active alumni and sporting groups of a big city. If the large municipal and state universities can administer their athletics on an educational basis in the face of the terrific pressure they are continually facing for successful teams at any cost, they deserve much more credit than the school located more fortunately from the standpoint of outside pressure.

I also wish to make it perfectly clear that because a university has a successful football team, and is making money, does not mean that their athletics are not conducted in an amateur and educational way. It also does not mean that it is not a great educational institution doing a fine scholarly work. In most institutions, there is little or no relation between the standard of educational work and intercollegiate athletics. Athletes must meet the academic requirements both for entrance and in their university courses.

For these and other reasons, I believe that the small independent colleges, even though harassed by financial limitations, are in an exceedingly strategic and fortunate situation. They can do what they honestly know is educationally sound for the student. They can put their time, effort, and money into developing a broad sport program that will reach and serve the majority of the student body, thus affording a valuable educational experience through sport, worthy of an educational institution.

The required program in physical education, the intramural sports, and the intercollegiate competition should be an integrated department in the educational set-up, financed by the college the same as any other department. In many colleges this is already an accomplished fact.

A few such as Johns Hopkins, University of Chicago, and Reed College, and probably many others, have taken the additional step of eliminating all gate receipts and handling the financing of intercollegiate athletics entirely through departmental appropriations. Johns Hopkins, for the past thirteen years, has conducted a very successful, broad fourteen-sport program and Chicago a sixteen-sport program. This is not de-emphasis of athletics but a re-emphasis, resulting in the selection of likely talent after enrollment rather than before, and placing the emphasis on student participation. The objective of winning is no less emphasized in such a program, but not at the sacrifice of educational integrity.

# A FORUM DISCUSSION ON THE SANITY CODE OF THE NATIONAL COLLEGIATE ATHLETIC ASSOCIATION

John M. Harmon, Chairman
*Boston University*

Panel

Elmer D. Mitchell, University of Michigan
George L. Rider, Miami University, Ohio
Jackson Sharman, University of Alabama
G. L. Hermance, The Rice Institute

## Introduction

The chairman reviewed the history of the code, with emphasis upon the following points:

1. The code was intended to help eliminate discrimination against athletes, which point is usually overlooked, as well as to standardize practices in awarding help to athletes in institutions where athletes are provided financial aid, and to prevent the professionalization of college athletes.
2. The public press has, from the beginning, discredited these efforts and has convinced a great percentage of the public that colleges are not administered by men of integrity.
3. Rumor mongering by the press, by coaches, and others has become a major hindrance to efforts of the National Collegiate Athletic Association officers who are endeavoring to enforce the following of the code.

Elmer D. Mitchell:

## A BIASED EVALUATION OF THE AMATEUR RULE

When Chairman Harmon kindly invited me to be on this panel, I first refused, saying I was not familiar with the code and that the subject was out of my field.

But an answer came back by return mail with a complete copy of the code, and so I am here on the panel, and am now more familiar with the code than I was before - at least with the problems presented by the code, if not with the solutions.

I am impressed by the Report. It shows a fair and unbiased approach to solving the many problems involved. Its tone is a liberal

one. The code from that standpoint is excellent. Any doubt in my mind about its workability is not so much concerned with the work of the committee as with the materials with which they had to work.

The code gives a clearer and more constructive concept than ever before of the amateur athlete and the distinction between the amateur and the professional. But the one doubt that lingers after a reading and a re-reading of the code is why there should be such a distinction. In other words, no reasons are advanced as to why there should be a distinction between the amateur and the professional. Do college athletics need such a differentiation? If so, why? These are unanswered questions.

If no sound and reasonable arguments can be advanced for trying to preserve this cleavage in college athletics, then we are in the position of trying to patch up or repair something that has outlived its usefulness in athletic affairs. To use a rough simile, we are then trying to do a repair job on an old model car that is ready for the junk heap, when what we really need is a new model, up to date and streamlined.

Don't jump to the conclusion that I am advocating throwing overboard all rules and regulations governing the amateur principle in athletics. That is not the case. However, I fail to find any convincin, statement as to the value of retaining the ideal of amateurism as we have known it. There definitely is a need, it seems, not so much for a restatement and clarification of the old concept, as for a re-evaluation of the professional rule in its relationship to the modern-day athletic program.

Looking at the matter from this angle, one finds a vastly changed athletic institution from the original one in which the old distinctions between the amateur and the professional were evolved.

In the first place, the amateur ideal and its glorification first developed in the last century as a caste distinction. It was an endeavor by the aristocracy in England to draw the lines of social cleavage between themselves and the working man. And so, the English genry, by drawing the line between the amateur and the professional, could maintain in their sport a complacent exclusiveness.

This same polite aloofness was transported to America where our colleges and universities patterned themselves, in their early athletic history, after the English model. There was a likeness and common element in the two situations, since the early enrollments of college students were from the families of superior social status. So, in the quick course of time, there arose the dual classification of those who played for fun (the amateur) and those who played for money (the professional) and the latter were therefore branded as athletic outcasts.

But what has happened today? The caste system has largely disappeared both in English social life and also in the student bodies of our own colleges. The working man is accepted in sport; the poor boy no longer finds the college doors barred to him. For many years, it has become the accustomed thing to see boys working their way

through school and no longer being socially ostracized for so doing.

A factor in accelerating this democratizing influence is the new leisure. It constitutes an important societal change, and has had many implications for sport. It has extended sports to the masses of our people. It has made all classes of people sport conscious. It has brought into being and into national prominence a host of newer, recreative, lifelong sports. Industries and community recreational departments, as well as schools, are promoting hundreds and thousands of athletic teams. This applies the world over, and not just in England and America which have the old heritages of sports. This changed situation indirectly has a bearing upon college athletics. For, in foreign countries, there is growing rebellion against the present amateur rule, because it favors the college athletes in Pan American and Olympic Games competitions. The teams of Mexico, Finland, and Sweden, to mention a few, are built up of working men who have families and cannot afford to lose their wages while competing for their country. But college boys as yet are earning no wages and so a trip to such an international competition presents no financial problem for them. For these reasons, many countries competing in international athletics are arguing for uninterrupted pay for working athletes.

So, Point 1, we may conclude that there is no longer a caste system in athletics that tries to restrict athletics to its own exclusive group.

A second democratizing influence is also at work. In the college sports, themselves, many changes have taken place. For one thing, the athletic hierarchy of the older "major" sports has largely been broken down. Very few schools now differentiate between "major" and "minor" in giving their athletic awards. The newer sports offer opportunity for lifelong continuance, and thereby are creating new implications. The old-time football player, or other major sport athlete, rarely continued athletics after graduation because he had acquired no other sport interest, and was also inclined to look down on other sports as not being sufficiently rugged. The newer sports have come into colleges, in keeping with the objectives of recently introduced physical education programs. With the inclusion of recreative sports, such as swimming, gymnastics, golf, tennis, wrestling, fencing, and others into the varsity athletic program, far different problems are presented than was the case with team sports ending with college participation. The penalty for being branded a professional in these newer sports is much more serious. It means being barred from all amateur participation for the rest of one's life. With this situation in mind, certain sports associations, as in golf, have tried to liberalize the professional rule by reinstating golf professionals to an amateur basis after a five-year interim, or in certain instances, after two years. The trend in certain sports to consider an individual to be a professional only in the sport wherein he earns money is also a step in the right direction. The college professional rule, therefore, needs study from the standpoint of concern with new sports for which the old rule was not intended and is not suited; and

also from the standpoint of many cooperative arrangements with other national sports organizations that were not in existence when the old rule was founded.

Briefly, then, the new era of leisure has tended to make sports participation a more democratic one; it has popularized many recreative sports that encourage lifelong participation; it has developed sports on an international basis; it has added to the list of college sports; and it has made necessary a new amateur rule to better govern this changed situation and the many continuing and cooperative arrangements with many more recently founded national sports organizations. The old rule was formulated for colleges only, with no anticipation of all these more extensive relationships, and so is narrow and insular and falls far short of meeting present-day needs.

A third change is also in evidence which should affect the college attitude toward professionalism in sports. In the old days, the few professional sports were looked down upon, and the professional athlete was associated with easy money and loose living. The college naturally discouraged its athletes from succumbing to the temptations of a questionable moral environment. Today, the situation is a far different one. Not only are there more athletic teams, but there are many modern inventions, such as the sports page, the radio, and television, to say nothing of the automobile and night lighting, to make our present era a more sports-conscious one. As a result, there are many more opportunities for professional players; and many more opportunities for becoming paid instructors in sports. This means that professionalism in sports no longer has the same degree of social disapproval it once had. The standards of professional sport have risen, as it has become a recognized money-making venture. Rigid living habits must be maintained to draw the large salaries that go to the champions. Sports have attained social standing as a vocation as well as an avocation.

So, whereas formerly society looked down on the athlete who gained a living from sports, now it recognizes sport as a new form of entertainment and places no stigma upon the athlete who changes his role from amateur to professional. Many of our physical education graduates are going to be professional athletes, and we are going to take pride in them when they make good. The great Yankee pitcher, Vic Raschi, is a physical education student. Sonja Henie did not incur disapproval when she capitalized on her skating in the movies, nor did Esther Williams by her swimming. It is a recognized talent today to have athletic ability and to be paid for it the same as an artist in any other line would be.

A fourth argument that has been advanced against professionalism by college authorities is that a youth taking part in professional athletics either side-tracked himself temporarily or permanently from making progress in the chosen profession for which he had trained in college. Economically, therefore, the college considered that it had lost on its investment; to wit, the money that it had expended to train

a young man for engineering, journalism, law, or business, as the case might be, was wasted. To a certain extent this may be true but not nearly so much as previously, since the makeup of college teams today is high in physical education students, to whom the fields of health, physical education, athletics, recreation, safety, and camping offer a permanent career. Thus considered, the athlete is gaining valuable vocational experience while participating in sport, whether in college or out. With sports and recreation taking on the nature of big business as they have, there is room for permanency in administrative relationships as well as being a player. From this standpoint, a change in the professional rule is needed in order to make it easier for the playground leader, athletic official, sports instructor, and camp counselor to keep from professionalizing himself in the summer while engaging in remunerative activities that serve as an apprenticeship to his vocation.

Fifthly, and lastly, we are faced with what appears to be the actual crux of the situation. The colleges feel that they must protect themselves against superior ability in competition. There is the somewhat valid objection that opponents, by playing in professional competition, would gain a superiority in playing ability as compared with those college athletes of their own who did not so engage.

This argument has a basic soundness in it, but strangely enough, its worthiness is not sufficiently stressed. There is justice in keeping an athlete who has achieved national prominance in some sport from later going to college and taking part in that sport. It represents a case of reaching the peak in athletic competition and then descending the ladder of competition, whereas the normal order of achievement should be the reverse. It would be manifestly unsporting, for example, for someone who is the leading pitcher in the American or National League to return to college, or for the national golf champion to later compete in college. The unfairness would be two-fold: to the amateur player who thereby would be deprived of winning college honors and to the opponent who could not equally meet such pronounced skill. Herein lies a basis for having a professional rule.

Is the present professional rule adequately meeting this special situation? Definitely no! While it does bar the individual just described, and rightfully so, it also bars the boy who plays with his home town team on a Sunday - or who wins a golf club as a golf prize - or who might be given an article of merchandise for winning a race in a 4th of July track meet. If the purpose is to keep a college athlete from gaining additional experience in the summer vacation period, then how about the college golf or tennis player who does not violate the professional rule but who takes daily golf lessons from a high priced "pro" throughout the summer? And how about the college swimmer who attends a camp and receives regular lessons from a recognized coach of champions? The present rule is invalid in these situations. It just does not work fairly. And how about the bowl football teams who appear in national broadcasts and receive gold watches

for their presence? How can they be amateurs under the present rule?

Without doubt some rule is definitely needed, but it should be made clearcut and not be so seriously concerned with insignificant participation as is the case at present. There should be a rule that is so definite that it cannot be surreptitiously avoided; a rule so definite it does not take endless and undignified investigations to determine whether it has been violated. In baseball, for example, playing daily on a Class AA or A team would be proof of such superior ability as to warrant a professional status insofar as college participation was concerned. So, too, would be appearance in certain specified golf invitational meets where unusual ability is necessary to be a contender. If a player can win such a tournament, he clearly is too good to be descending to lower levels of competition. Should not that be the criterion, and not whether he has played occasionally in the summer and won insignificant awards? The solution would seem to lie in the recognition of certain achievement levels in sport as outranking the college level and barring or limiting the participation of those who have reached such levels: and, for practical college purposes, of disregarding all else. Simplify the problem, devise a workable solution for it, and simplify our athletic machinery as a result. Extend the freshman ruling possibly for those who have made minor violations of the amateur code; require two years of non-play instead of one.

Certainly in looking back on the old rigid professional rule, some of its punishments and restrictions now seem absurd. The old interpretation where a young boy taking some small sum of money for participation in a home town athletic event was branded a professional for the rest of his life is unjustifiably harsh. The offense was minor but the punishment excessive. And why should receiving a reasonable amount of money or a material award be considered such a contaminating experience? There has never been a sensible or sound explanation of this prejudiced point of view.

All in all, since many important changes in our way of living have taken place, there seems to be an urgent need that the whole matter of the amateur vs professional in college sports should be restudied and, then, whatever restrictive regulations are set up should be clearly explainable, i.e., the reasons for their existence and their enforcement.

Summed up, the reasons for the present professional rule seem to be as follows:

1. To preserve an outmoded caste feeling in athletic competition.
2. To preserve an outmoded hierarchy of college sports.
3. To safeguard college boys from being attracted to an easy and dissolute environment of living.
4. To protect an investment in vocational preparation; to keep college boys from being sidetracked from their chosen vocation for which the college, at considerable expense, has prepared them.

5. To equalize college competition, by barring athletes with superior skill and experience.

These have all been weighed in the previous discussion and found wanting in the light of the athletic situation of today.

The solution to a modernized rule needs careful study, but a good start could be made by considering the following factors:

1. Be concerned with the athlete only while he is enrolled in school, and disregard his participation in sports during the short summer vacation. After all, an athlete's life is a short one, so why deprive a college boy of any vacation participation in sport.
2. Liberalize the present rule so that an athlete, who is a professional in one sport, is not necessarily a professional in all sports.
3. Liberalize the present rule so that a schoolboy athlete who has professionalized himself can be reinstated within a certain specified period rather than be classed as a professional for the rest of his lifetime.
4. Work with other existing national and international sports associations for a fair and equitable modernization of the professional rule.
5. Set new and definite standards for athletic distinction beyond the college level. Consider that athletes who have won such higher distinction are superior to college competition and should be barred from it.

Why are we insistent on holding to the present rule? In certain cities there are statutes still on the books which make it a misdeameanor and punishable by fine to play baseball on Sunday. That sounds ridiculous to us, yet the present amateur code is just as much an outgrown conception, with this difference, that our colleges are still trying to enforce it.

In closing, may I digress from my topic to state that I am still old fashioned enough to think that college athletics are great fun, a privilege, and a lifelong satisfaction.

George L. Rider:

The thing we need in our intercollegiate departments is some personal and institutional honesty, that we ought to deal the cards from the top of the deck at all times and not make hypocrits of our boys as well as our college administrators who perhaps sign the questionnaires and perjure themselves in doing so.

With reference to the proposed amendment to the sanity code which would permit paying athletes board and room the year around in addition to what the code now provides, which, if adopted would separate

the National Collegiate Athletic Association institutions into the have's and have nots in athletics. I suppose, less than a hundred institutions in our Association could afford to add that much expense to their already large budgets, if they wanted to. What I am arguing for is honesty, in not doing one thing and saying another. Believing that each institution should control their own affairs and being honest enough in doing it to not have to stretch the truth.

Jackson Sharman:

As I have observed the activities of the National Collegiate Athletic Association, it seems to me that there are two distinctly different philosophies prevailing among the member institutions. In the beginning of college athletics in our country, it was assumed, and universally accepted, that college athletics are maintained for the recreation of the students, whether as participants or spectators. This idea still guides many college and university administrators.

A new philosophy has more recently developed, namely, that some college sports are primarily public entertainment for which the public is paying a handsome price in gate receipts. The public pressure, particularly in tax supported institutions, demands good football teams at some institutions.

This difference in objectives of the program should be reconciled within the National Collegiate Athletic Association membership. It will then be less difficult for the National Collegiate Athletic Association to get universal cooperation in the administration of a code.

Gilbert L. Hermance:

Would the National Collegiate Athletic Association be better off remaining as a policy-forming board, and to try to elevate practices of participation, or turn to legislation and enforcement, trying to force all schools, regardless of size, location, and purpose to conform to the same standards.

Secondly, educational institutions should govern their athletic programs in colleges so that they give support to sound, normal activity participation in the junior and senior high school, as well as normal recreation in adult living.

## REPORT OF THE COMMITTEE ON CONSTRUCTION AND EQUIPMENT

Glenn W. Howard, *Chairman*
*Queens College*

### REPORT ON SALES AND EXPENDITURES

College Facilities Book

| | |
|---|---|
| Sales: | |
| 1948 | $2,757.02 |
| 1949 | 618.07 |
| Total sales | $3,375.09 |
| Expenditures: | |
| Judicial Printing Co. | $3,000.00 |
| Clerical Assistance | 88.55 |
| Register of Copyright | 2.00 |
| Refunds | 21.35 |
| Postage | 24.00 |
| Mailing cartons | 49.88 |
| Total expenditures | $3,185.78 |
| Balance in Book Acc. | 189.31 |
| Outstanding Bills: | |
| Judicial Printing Comp. | $730.14 |
| Cash on hand | 189.31 |
| Balance of bill due | $540.83 |

It is recommended that this bill be paid from the regular funds of the Association. The Judicial Printing Company has carried this account for two years, thus making it possible for us to publish the book. The Association has the money now and should pay the bill.

There are accounts receivable in the amount of $115.80. Of this amount about ten per cent is going to be difficult to collect.

Orders on hand as of December 22, 1949, total 42 books. Sales are much slower now but continue. The use of the book in professional courses in administration would build up a demand that would soon exhaust the supply. It is probable that the Association will regain its money within one to two years at the most.

Respectfully submitted,

Glenn W. Howard, Chairman

# REPORT OF COMMITTEE ON CURRICULUM RESEARCH

Wm. Ralph LaPorte, *General Chairman*
*University of Southern California*

This constitutes the Twenty-second Annual Report of the Committee on Curriculum Research. It will be somewhat incomplete again due to two factors. In the first place, the General Chairman has been unable to direct an extended research program because of a two months hospital siege followed by a long period of convalescence. In the second place, several changes have again been necessary in committee personnel with two new members added just recently. Karl Bookwalter of the University of Indiana will serve as Chairman of Sub-Committee I on Objectives and A. E. Esslinger of Springfield College as Chairman of Sub-Committee V on Administrative Standards. Dr. Davis, Chairman of Sub-Committee III on Principles and Methods of Teaching, as usual will have an extensive report, appended herewith.

A coordinated plan of parallel studies for the sub-committees is projected for next year, pointing toward a better implementation of the total learning process. This obviously includes (1) purposive objectives, (2) subject matter content, (3) teaching methods, (4) methods of testing the results of teaching, and (5) standards for organizing and administering the program to be sure that the learning process operates successfully. These five areas parallel the five Sub-Committees.

## Sub-Committee I

## Objectives

Karl Bookwalter, Sub-Chairman

This Committee will attempt to elaborate the original five objectives as presented in the *Physical Education Curriculum*, attempting to devise specific, non-abstract items of a definitely measurable character, these to be based on a thoroughly sound philosophy of physical education.

## Sub-Committee II

## Curriculum Content

Wm. R. LaPorte, Sub-Chairman

In the subject matter evaluation area, it is planned to (1) re-survey expert opinion on program content and check on formerly surveyed

areas for extent of improvements, (2) revise the elementary and secondary score cards, (3) devise additional score cards for teacher training institutions, junior colleges and universities, educational camps, community recreation, health services, health instruction, noon hour programs, physical education buildings, athletic and play fields, and swimming pools.

### Sub-Committee III

### Principles and Methods of Teaching

Elwood C. Davis, Sub-Chairman

In this area, attempts are being made to develop (1) specific shortcuts for the learning and skill developing processes, (2) forms of objective self-teaching procedures in which the teacher serves chiefly in an advisory capacity, (3) lists of common learning elements in various skilled activities, (4) sound psychological approaches to assure more effective learning, and (5) patterns for creative workshops to encourage student-teacher cooperation.

### Sub-Committee IV

### Testing Procedures

R. E. Belshaw, Sub-Chairman

This Committee will attempt to develop self-testing techniques that the student can apply for himself continuously in practice periods; tests that will challenge, inspire and stimulate him by indicating weaknesses in his own skills, knowledges or attitudes, in comparison with what he might or should be and in comparison with representative athletes.

### Sub-Committee V

### Administrative Standards

A. E. Esslinger, Sub-Chairman

Attempts will be made to develop a condensed list of administrative measuring sticks of an object, concise type that could readily and frequently be referred to by teacher and administrator.

If the several Sub-Committees can develop their material around these common areas, it should be possible to greatly improve the present public school and collegiate offerings in the physical education field.

Respectfully submitted,
Wm. R. LaPorte, General Chairman

Sub-Committee III

Principles and Techniques of Teaching

Elwood C. Davis, Chairman
University of Southern California

John D. Lawther, Co-Chairman
The Pennsylvania State College

John M. Cooper
University of Southern California

## I. BACKGROUND

Last year's Report pointed out that one reason for poor teaching in physical education is the instructor's lack of accurate analysis of the performer in physical activity. Instruction is based partially on an analysis of the learner's movements. Erroneous analysis leads to retarded or third-alley learning.

Experimentation shows that verbalization by the instructor beyond a bare minimum also retards motor learning. If verbal instructions are in error because of poor analysis, the learner not only may be confused by the multiplex of words, but he also is guided into fruitless attempts to improve.

Consequently, it was proposed in last year's Report that "checks" or "keys" be constructed to help teachers in their analyses. If teachers know where, when, and what to look for, their analytical abilities should be improved.

## II. EXPLANATION

Before presenting some of these "checks" or "keys" it seems desireable to clarify further the meaning and limitations of this study.

1. "Keys" or "checks" are principles of body movements and, positions which underlie effective performance in motor activity.
2. For the time being these checks are to be considered as applicable to beginners.
3. The keys are not to be confused with "form." For example, Frank Segura and Ted Schroeder use quite different forms in tennis. The checks they demonstrate in their respective games, however, are alike. For instance, in the forehand drive there is a shift of body weight from back to front foot.
4. The checks are not sport fundamentals or skill fundamentals. Rather, such fundamentals are based on checks. For example, a number of fundamentals are based on bent knees and a lowered center of gravity.

5. It is to be emphasized that good teachers and coaches have used checks or keys - these principles of body movements and position - for years. There is nothing new about them. They are not limited to instructors in educational institutions. For example, Alex Morrison, the renowned golf analyst and teacher, has used checks for many years. Later in the Report some of his keys are presented. Another person outside the field who worked out keys is LeRoy Mills in the area of punting.
6. Keys or checks also may be used as "centers of practice" by the novice. A check serves as a sort of home base. The learner always can go back to these key movements or positions as correct bases of subsequent movements. If they are correctly done, the fundamental skill is much more apt to be correctly performed. If a key is violated, the fundamental skill cannot be performed properly. The untaught or poorly taught performer is characterized by a continual patchwork of compensatory motor adjustments - probably best illustrated by the uninstructed, self-taught, twice-a-month golfer. Instruction not based on correct analysis of the learner's movements also results in patchwork teaching and learning. Further, the final level of quality of performance usually is lowered by such an unfortunate beginning.
7. Although keys or checks are primary in that they underlie effective motor performance, they are not to be taught first. The Committee, as pointed out in several previous annual reports, continues to stress the desirability of the beginner starting with the whole, whenever possible. The learner, of course, to be carried along from the known to the unknown.
8. The principles presented in this report have come from experimental literature, still photographs, high-speed movies, the experiences and observations of experts, and from the field of psychology.

## III. SOME "KEYS," "CHECKS," OR "READINGS"

In terms of the teacher observing the performance of the individual novice, keys, checks, or readings are made on the performer during an activity. They indicate whether or not the foundations of efficient, effective performance are being followed. Some of these readings are made easily. For example, the positions of body parts and weight distribution at the start of a dash. Other checks must be made during more rapid action; for example, the takeoff at the board in the broad jump.

Most inexperienced teachers have difficulty in accurately observing readings. The ability to arrest motion, as a fast camera does, however, can be learned. Recognition courses given servicemen during the war, for example, illustrate how rapidly the average person can learn to observe significant details in 1/150 of a second. Many men later improved this type of acuity to 1/300 of a second. The teacher

in physical education should develop still greater acuity because, given the check, he knows precisely what he is looking for, where, and when.

Some frustration by the poor analyst is unnecessary. There is a tendency to attempt to observe the body part or implement (e.g., baseball bat) at or near the point of greatest speed. In contradistinction, keys almost never are found at the periphery of motion where action is usually fastest. Most keys are found where movement is slower. This fact has been illustrated by Alex Morrison. He likens action to a wheel with its hub, spokes and rim. Observing the rim of a rotating wheel is difficult or impossible. Moving the focus of observation along the spokes or to the rim figuratively slows down the speed so observation is possible. Because the keys are the foundation of skill, they are usually found where action is less rapid.

It is possible for a key to be correct and the skill to be incorrect. Small errors can creep in, minute additions or omissions may be made after the key is performed properly. However, the performance is more apt to be correct if the keys are properly executed.

The following list of readings is incomplete in every respect. Only a few categories are covered and only a few checks are listed under each category. The list comprises only a beginning.

## A. RUNNING

1. Running is a generalized skill. The more generalized it becomes the better the performer is able to adapt his running to particular situations. Examples of adaption are numerous: the close, sagittal movement of the feet of the sprinter; the wider spread of moving feet of the line-bucker; the long stride and forward center gravity of the dash man; the shorter stride, the preparatory position with the center of gravity lower and more nearly centered in the base, of the defensive basketball player.
2. With most defensive players in most sports, with runners in activities not requiring the full, straight-ahead effort of the sprinter, and with runners who must be ready for a quick change of direction, the leg joints are not fully extended, the center of gravity is lowered and more nearly centered, and the feet form a relatively wide base.
3. In many sports there is need for a running, preparatory dynamic moving posture characterized by the bent knee, an acute angle at the instep, and the lowered, slightly forward center of gravity. These keys indicate a preciseness of body balance and a preparatory tonus of muscle in parts that are or suddenly may become active.

## B. JUMPING

Jumping is another generalized skill which attempts to extend vertical reach, to attain distance horizontally in one leap, or to project the performer through space.

1. The novice should be taught to keep the center of gravity over the ball of the jumping foot when jumping vertically, or when jumping horizontally, to keep the center of gravity slightly forward of the ball of the take-off foot.
2. The gathered last stride at the end of a run is a well-known check. It enables the jumper to have the center of gravity above or slightly ahead of the take-off foot.
3. In broad and high jumping, the thrusting upward of the free leg and arm while the jumping foot is still in contact with the base, and, the whipping down of part of the body in order that another part may be raised after the jumper is in the air, are further readings.
4. In the high jump, the forcibly-thrusted-upward free leg and arm, and the flattening out and curling over and around the bar (in order to avoid lifting the center of gravity any higher than absolutely necessary) are well established keys.
5. In the broad jump, hitting the take-off board at maximum speed, a forcible whip up and out of legs, and a vigorous arm swing are well known checks.
6. In some sports, basketball for example, the novice should learn such keys as: slapping the feet down flat (or heel first) with a bent knee, then rocking to the toe so as to increase the pressure off the springing base, and causing an extreme stretching of the extensors around the ankle before the rocking motion explodes into the uncoiling.

   There is also the vertical jump in basketball (such as that used in the center jump) in which each knee is bent at a right angle, as the arms are thrust downward preparatory to their rapid extension overhead as the upward spring is made.
8. Another reading for the vertical jump used in basketball and soccer is the extended legs while the body is in the air. Drawing the feet toward the buttocks decreases the height attained, delays return to the floor or ground, and frequently skews body balance.
9. Two other commonly-used checks seen in tumbling and diving are tucking when greater speed of wheel-like rotation during a jump is desired, and lengthening out when the rate of rotation is to be retarded.

## C. THROWING, STRIKING, AND KICKING

Throwing, striking, and kicking are placed into one category for the sake of convenience and brevity. They are all alike in implying the

projection of force to some object by means of arm or leg. Several checks are applicable to such fundamental skills.

1. When the amount of force needed for effectiveness is considerable, there must be a preparatory position so that body weight may be shifted advantageously.
2. As a ball approaches or as it is received, the body may be turned in the direction of flight. This turn enables the body weight to be shifted from back to front foot as the ball is thrown or struck at.
3. Prompt resumption of preparatory position for the next move is a check which usually follows the throw or strike.
4. When both accuracy and distance are desired in throwing or striking a ball, the key is an increased arc in the swing of the striking implement or throwing arm, although any error may be accentuated.
5. The arm tends to lead in many sports so that the wrist snap can be applied as the ball is hit.
6. If it is desired to increase force, either the speed of the arm, leg, or striking object must be accelerated, or, the mass of the striking object must be increased, or both. The check here also may include adding body torque.
7. For maximum speed of throwing, kicking, or striking, the "reading" is a rapid synchronizing of action at each successive joint involved in the movement. This crack-the-whip type of action (toes, ankle, knee, hip, trunk, shoulder, elbow, wrist finger) usually starts with the extending of the flexed parts of a coiled trunk and pivot leg, and ends with action in the hand(s) or foot. Each intermediate joint between this beginning and end adds more speed. This factor of successively adding more speed at each joint must be made at the proper split second in each instance. Otherwise, the end-result is speed less than maximum. It is as though someone down the line during a game of Crack-the-whip executed a minor crack-the-whip before or after the main action.
8. When both quickness-of-reaction and accuracy are desired, one key is a shortened radius. The knee kick in soccer, the finger and wrist snap in the flip pass in basketball, and the use of the short stick by offensive lacrossemen are examples.
9. "Checks" must be selected in terms of total purpose. Examples are found in the reduced follow-through for deceptive purposes or for the purpose of being ready for the next rapid appropriate action.

## D. GOLF

One of the very best concise analyses of an activity with reference to keys, checks, or readings has been made of the golf swing by Alex Morrison. The following quotation from Mr. Morrison's letter includes not only a series of checks, but a brief summary of the

respective fundamentals to which the checks refer. In fact some of the statements about fundamentals also include other checks.

(The most simple and effective method) has proved to have, by extensive tests, only two faults which will explain any failure in attempts to use it by either instructor or pupil - it is too simple (and) it is too positive....

Golf Swing Fundamentals

In activities such as golf where both body and hands are used, efficient coordination can be had only when (1) the body works in harmony with the hands, and (2) each hand works in harmony with the other. These ends are attained in golf only by approximating three golf swing fundamentals, namely, (A) the proper head position, (B) the proper body balance and action, and (C) the proper use of the hands.

This is the order in which these fundamentals should be learned, therefore the order in which they should be checked by the analyst.

(A) Proper Head Position. The proper position of the golfer's head finds it held steady, though not absolutely still, over the ball until after the clubhead has struck the ball. This steady position finds the head free from raising or lowering, tilting or turning, in relation to the ball. Each and all of these essentials can be measured by the position of the player's chin.

CHECK: The golfer's chin should remain pointed at a spot on the ground just behind the ball until the follow-through of the swing.

(B) Proper Body Balance and Action. The proper body balance finds the whole body remaining in the same heel and toe balance throughout the entire swing. This balance can be measured accurately and easily by observing the level of the golfer's head during his swing. The proper body balance brings no change in the elevation of the golfer's head.

CHECK: Measure the elevation of the head by comparing it with some fixed point such as the end of a golf club held opposite the player's head.

The proper body action finds some body weight transferred from one foot to the other in all swings used to send the ball more than thirty yards. This transference of weight can be done properly only with some side to side motion of the hips before any turning motion of the body takes place. The necessary side motion of the hips follows the proper foot action. This finds each foot in turn rolling over toward the inside before the heel of the foot leaves the ground. In short swings the heels need not be lifted, but in longer swings, the heel of each foot may raise naturally after the foot has rolled toward the inside. On the full backswing, the weight should be so shifted to

the right foot that the left foot can be lifted from the ground without any change of balance.

CHECK: At the start of the backswing the left foot should roll over toward the inside before the heel leaves the ground.

CHECK: In the downswing, the right foot should roll over toward the inside before the heel leaves the ground.

(C) Proper Use of the Hands. When used properly the hands work in complete harmony. But this harmony is had only through establishing and maintaining as the leader, the top hand on the club - the hand nearest the top of the grip. This is the left hand where the golfer swings right-handed. This leadership depends mainly on the golfer's familiarity with the necessary positions and use of the top hand. This hand should be placed on the club with the palm facing downward. The club should be held in the palm of the hand and the thumb should not exert any pressure against the club. Most of the gripping should be done by the little fingers and these fingers should maintain a firm hold on the club from the time they are first placed on the club until the swing has been completed.

CHECK: The fingers of the top hand on the club should maintain a firm grip without changing their position on the club from the time of gripping to the very finish of the swing.

## WARNING

The popular and ineffective method of checking a golfer's swing is to deal first with positions and movements of hands and arms, then perhaps the body, and seldom the player's head. This (method) never reaches the real cause of failures and cannot afford any lasting improvement in the golfer's technique.

In every case, whether analyzing or correcting the technique of better players of beginners, deal first with the player's head position, then his body balance and action, and finally the use of his hands.

Remember, this order is based on these facts: proper use of the hands cannot be had without the proper body balance and action, and the latter is impossible without the proper position of the head.[1]

1. These checks have been advocated and used by Mr. Morrison for over three decades, appearing in written form in his *A New Way to Better Golf*, Simon and Schuster, Inc., New York 1932.

## IV. SOME GENERAL PRINCIPLES OF TEACHING BEGINNERS

In conclusion, some general principles of teaching beginners are presented. It is to be understood that some of these are related to, while others supplement checks, keys, or readings.

1. Begin with familiar activities of skills. Give a general idea of the whole game, its gross outlines. Then let the beginners try to play the new game.
2. Have the beginner try to achieve continuity of movement with focus of attention on cues to action, and, the results of his action. That is, he should watch the ball, try to hit it appropriately, note results with consideration for possible changes, and continue.
3. Have the beginner imitate a good demonstrator.
4. Emphasize assuming an easy postural base which permits facility and precision in controlling his center of gravity for sudden movement, change of direction and rapid recovery for the next needed act.
5. Teach him to learn to diffuse his attention in such games as handball and volleyball over the whole situation in the court confronting him. He must learn not to focus his eyes on a specific spot while waiting for cues for action. This is not to be confused with focus on a ball while striking at it or while catching it. He must learn in these latter cases to see the ball so accurately that he can see it twisting and thus adjust his response in time.
6. Show him total movements briefly by slow-motion demonstration.
7. Help him learn the relaxation needed for effective coordination by having him direct his attention to the total act - a pattern initiation, not a movement initiation. The polish for nicety of specific movements can well be left for later development.
8. Start his learning of team play with his attention diffused over the major features of the movement patterns, and, the cues and results to his own appropriate action; for example, he should try to be in position, ready to hit the ball, hit it, and prepare immediately for the next appropriate act.
9. Teach the beginner distant eye-focus. It permits a wider range of peripheral vision and thus more area of cue detection. For example, the dribbler must see the movements of opponents and teammates, his immediate opponent, and perhaps the ball. The distant eye-focus is achieved by looking through and beyond nearby objects. This principle of teaching is not to be confused with teaching the necessity for focusing the eyes on the target as in pitching.
10. Help the beginner discriminate between need for speed at the arrival of a ball and need for speed of the arrival of a ball; for example, the pitcher usually is in no hurry to return the ball at once to the catcher although his pitch may be a fast ball. On the other hand, if a man is stealing a base as the pitch is delivered, the

catcher wants to get the ball away quickly to that base. Another example, the wrist-flip pass in basketball will arrive sooner after the cue to pass is received, over short distances than the long-arm pass thrown very hard.

## V. PLANS

Sub-Committee III plans next year to continue (1) the attempt to search out further checks, keys, or readings as aids to teachers who need to improve their analytical ability and, as aids to novice performers. There also will be further attempts (2) to isolate more principles of teaching. (3) Finding devices helpful to those learning activities also challenges the committee. It is believed that there is a possibility of finding a good many devices which can serve as a part of centers-of-practice for the novice during out-of-class hours. In each of these three areas of work the committee earnestly seeks the help of members of the profession.

# REPORT OF THE COMMITTEE ON PROBLEMS OF COLLEGE PHYSICAL EDUCATION

Leonard A. Larson, *Chairman*
*New York University*

1. The functions of the Committee on Problems of College Physical Education have remained the same during the past year; namely, (a) to identify the problems of college physical education and, (b) to initiate steps for their solution.

2. The personnel of the Committee and the areas of responsibility are now as follows:

| | |
|---|---|
| a. Interpretations and Objectives | D. K. Brace |
| b. Measurement and Evaluation | H. Harrison Clarke |
| c. Program | |
| (1) Physical Education and Hygiene | J. W. Kistler |
| (2) Athletics | L. F. Keller |
| d. Administration | |
| (1) Organization and Staff | Wynn Fredericks |
| (2) Management and Supervision | C. V. Langton |
| (3) Facilities, Equipment, and Supplies | B. E. Phillips |
| (4) Insurance and Legal | A. S. Daniels |
| e. Leadership | W. P. Cushman |
| f. History and Trends | Lloyd M. Jones |
| g. Profession | W. F. Meredith |
| (1) Professional Education | |
| (2) Public Relations | |
| (3) Professional Status | S. C. Staley |
| h. Learning and Conditioning | A. H. Steinhaus |

3. A meeting of the Committee was held during the April Conference at Boston, at which time plans for the year were formulated. It was decided that the Committee would offer their services to the President of the Association in the form of a presentation at the Columbus meeting on recent studies having implications for college physical education. The reports at this meeting are attached.

4. The work for the year 1948-1949 has consisted of the following activities: (a) the list of problems has been reviewed and publication is now in process in the *Research Quarterly* for the December, 1949, issue. (b) reports have been prepared by members of the Committee on recent studies, which will be presented at this conference. (c) correspondence has been reported by members of the Committee

with students interested in the list of problems which have been prepared. A good number of studies are now underway on this problem. These, we hope, will be represented from time to time at the National Conferences.

Recommendations

1. That the Committee on Problems of College Physical Education with its same personnel carry on with the same functions as herein designated for the year 1949-1950.

2. That in order to accomplish the activities of the Committee, the Executive Council appropriate $50.00, as in the instance of 1948-1949, for various committee activities.

Respectfully submitted,

Leonard A. Larson, Chairman

## REPORT OF SUB-COMMITTIES ON PROBLEMS OF COLLEGE PHYSICAL EDUCATION

History and Trends: Lloyd M. Jones, Pennsylvania State University.

The following references supplement the report of the Sub-Committee on History and Trends of the Committee on Problems of College Physical Education, bringing it up to date, as of December 1, 1949.

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Stagg, Paul., The Development of the National Collegiate Athletic Association in Relationship to Intercollegiate Athletics in the United States. Unpublished Ph.D. Dissertation, New York University, 1946.

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Item 62. Biographies of Leaders in College Physical Education.

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Tolbert, Frank X., "The Longhorn's Bible," Colliers, 118:16-17+, November 30, 1946.

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Krakower, Hyman, "National Survey of Teacher Loads in Departments of Physical Education in Institutions of Higher Learning," Research Quarterly of the A.A.H.P.E.R., 16:288-292, December, 1945.

Kress, John and Bearzy, H. J., "A Reconditioning Program for Colleges and Universities," The Journal of Health and Physical Education, 20:172-174+, March, 1949.

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Morrison, W. R., "Postwar Physical Education for Men at Oberlin College," The Journal of Health and Physical Education, 17:300-302, May, 1946.

Mullis, Clyde E., "Physical Education at the University Level," Journal of Health and Physical Education, 16:593-594+, December, 1945.

Mumford, Arnett W., "The Present Status of Health and Physical Education Programs in Negro Senior Colleges," Research Quarterly of the A.A.H.P.E.R., 19:190-197, October, 1948.

Staley, Leo G., "Intramural Finance Plan at the Ohio State University," Proceedings of the Forty-ninth Annual Meeting of the College Physical Education Association, 32-33, 1946.

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# REPORT ON THE HISTORY OF THE COLLEGE PHYSICAL EDUCATION ASSOCIATION[1]

Henry F. Dunbar, Jr.
*Columbia University*

First, may I express to the Association my sincere appreciation for the unique privilege which has accrued to me in being granted permission to write the history of this Association. Those of you older members who were privileged to be acquainted with the early members, and perhaps even some of the founders, must have received much inspiration and pleasure from your Association with those pioneers.

For the newer members, among whom I am numbered, such a privilege is no longer possible, but here in lies the part of my experience which I consider unique. In the many hours I have spent perusing the letters and writings of these early members, I feel that I have come to know them - albeit such an acquaintance is incomplete and highly artificial. To me these brief glimpses of our pioneers has been most rewarding, for not only have they been a source of inspiration, but through them the august heritage of this Association has been defined.

For this reason I feel that it is attendant upon me to preserve as much of this as is possible within the limitations of my study. With this in mind, I have developed my dissertation as follows:

The first chapter concerns itself primarily with the development of physical education and athletics in colleges, and as part of the college curriculum.

The second chapter is devoted to a cursory examination of developments in the field of physical education which impinged on, and influenced, college programs. This attention has been accorded the period preceding the formation of this Association in order that the reasons for its establishment may become apparent. Certainly, events in history can have little or no significance for us if extracted from the context in which they occurred.

The next three chapters are directly concerned with the growth and development of the Association, and toward this purpose I have arbitrarily grouped them into three periods; viz., 1897-1920, 1921-1940, 1941-1950.

The period 1897-1920 begins with the preliminary meeting held October 30, 1897, extends through the perennial battle of athletics versus gymnastics and the changing of the original name of the Society of College Gymnasium Directors to the Society of Directors of Physical Education in Colleges in 1909, and culminates with the contributions of the members to the war effort.

1. A study being made with approval of the Sub-Committee on History and Trends.

The period 1921-1940 includes the problems of intercollegiate athletics, the changing of the name to the College Physical Education Association in 1933, and the preparations of the Association for the second World War.

The period 1941-1950 tells of the contributions of the Association to the war effort, to rehabilitation, and of the problems that face the field, and the Association, today.

My final chapter, which is being included at the behest of my committee, is a discussion of some of the problems facing the Association and the directions it may take in solving them, as indicated by trends of past years. By this I do not mean Drew Person-like predictions, but rather an analysis based only upon the findings disclosed in the previous chapters.

Above all, I am trying to present the history of the Association, not as a desicated documentary of historical data, but as a record of the successes and failures of a group of human beings. A group of human beings whose prescience at times could only be described as remarkable, for they spoke and wrote of many concepts and principles which we regard as being very recent and modern. Then, on other occasions, the crystal ball seems to have been slightly clouded and the predictions were refuted in a few short years.

Prevalent at the early meetings was a fraternal atmosphere - all of the members knew each other - and this made the annual meetings something to look forward to from the standpoint of personal pleasure, as well as professional profit. For instance, I came across a letter written by Dr. R. Tait McKenzie in which he stated that he was most sorry to miss the meeting that year, but his presence was required at another meeting. He closed by saying that "this is my favorite organization." Also, a letter written by Dr. George L. Meylan from France in 1917 mentioned his regret at missing the meeting of the Society. "The advent of December reminds me of the delightful reunion of the college directors that I shall miss this year for the first time in fifteen years."

Modern developments prevent us from enjoying such an atmosphere. For this reason it seems especially important that I capture for the benefit of the new members a portion of the spirit of the heritage of which we may be justly proud.

## ADMINISTRATION--INSURANCE AND LEGAL

A. S. Daniels
*The Ohio State University*

Dyer, Donald B. and Licthig, J. G., Liability in Public Recreation. Appleton, Wisconsin: C. C. Nelson Publishing Co., 213 Washington St. 107 pp.

Purpose: To arouse the interest of the professional recreation worker and the public school teacher to a realization of his legal and moral responsibilities in the conduct of an organized play program. The Study was made for the purpose of furnishing information for recreation workers on the problem of liability.

Content:

Part I. Review of the theory of tort liability; negligence; causes negligence action; legal defenses against negligent action.

Part II. Discussion of governmental and proprietary functions and their implications with respect to immunity from tort liability. States are grouped as follows: those which recognize the conduct of an organized recreation program by the legal government unit as a governmental function and where there appears to be no corporate liability; states where there appears to be corporate liability because park and recreation services are considered to be a proprietary function; states where sufficient evidence has not been found to attempt a classification. Fifty illustrative court cases are given.

Part III. Deals with fees and charges. Gives arguments, pro and con, for recreation fees and charges. Discussion of effect of such charges upon the nature of the function of a public recreation department. The amount of the charge and its purpose are important factors in liability actions. Generally speaking, charges made to produce a profit would change the nature of the function from governmental to proprietary, thereby making the municipality liable for negligence. It is felt reasonably safe to assume the fees and charges, made to help defray a portion of the cost of providing the activity, do not change the function from governmental to proprietary in those states where municipal recreation is considered a governmental function. In the latter instance the municipality would not be liable for negligence. Eleven court cases are given illustrating the chapter material.

Part IV. Deals with safe conditions. The great majority of court opinion dealing with tort liability as related to safe conditions followed two main trends:

1. Municipality held liable for injuries due to negligence in those states where public recreation considered a proprietary function.
2. Municipality not held liable where public recreation considered a governmental function. Exception to this rule occurs in those states which impose liability upon municipalities by state statute for failure to provide safe conditions, even though function is considered governmental. Twenty illustrative court cases given.

Part V. Deals with maintaining a nuisance. Anything that endangers life or health, gives offense to the senses, violates the laws of decency, or obstructs the reasonable and comfortable use of property. The general rule is that a municipality may not maintain a nusiance without subjecting itself to civic liability for its unlawful act. Exercising a governmental function does not render a municipality immune from liability.

Part VI. Deals with the important problem of supervision. Supervision is based on two factors: (1) The degree of supervision, and (2) the character of supervision. Judgment of degree of supervision based on the points of whether additional supervision would have avoided the accident and whether it would be reasonable to expect additional supervision. In general, the presence of a play supervisor in the general vicinity is regarded as sufficient supervision. Anyone may not legally supervise play. Leaders must possess certain qualities and abilities to conduct play activities, as well as possess ability to use good average judgment and act with reasonable care.

Part VII. Deals with types of activities. In meeting public demands for certain activities, two questions must be considered. Do facilities exist for safe conduct of the activity? Is competent leadership available for supervision? Leader judgment in selecting and supervising games is important. Failure to choose carefully and use proper safeguards may result in court action in case of injuries. Majority of court cases cited use school situations for illustrative purposes.

Part VIII. Liability of the municipality. Restates the destinction between governmental and proprietary functions and the implications with respect to liability. Liability discussed from the standpoint of the school district, board members, play leaders, and play participants. Sixteen court cases cited.

Part IX. Suggestions and precautions. This section invites attention to a few of the more common violations and suggests safety

measures that may curtail negligence and compensation litigation. Covers such matters as: employment of youth, substitutes procured by employees, volunteer assistance, field trips, parental consent to participate, waivers, transporting participants, inspection of equipment, first aid, accidents and accident reports, and liability in industrial recreation.

General Comment:

A valuable study. Simply and clearly written. Many court cases used to cite points of law. Problems discussed apply to physical education as much as to public recreation. Recommended for both teachers in service and those in training.

References in Standard Texts on Liability and Insurance

1. Forsythe, C. E., The Administration of High School Athletics. New York: Prentice-Hall, Inc., 1948. Second Edition.
   Chapter 11. Safety and Sanitation in Athletics - Accident Benefit and Protection Plans. See pages 291-325 for excellent discussion of athletic injury benefit and injury insurance plans.
   Chapter 7. Athletic Contest Management. See page 196 for discussion on safety and legal aspects of athletic team transportation.

2. Voltmer, Edward F. and Esslinger, A. A., The Organization and Administration of Physical Education. New York: Appleton-Century-Crofts, Inc., 1949. Second Edition.
   Chapter 9. Interschool Athletics. See pages 203-206. Excellent synopsis of physical education teacher legal liability for injury and sources of law suits in physical education.

3. Williams, J. F. and Brownell, C. L., The Administration of Health and Physical Education. Philadelphia: W. B. Saunders Co., 1946. Third Edition.
   Chapter 4. Legal Aspects of Health and Physical Education. See pages 60-67. Deals with liability of boards of education; liability of teachers; liability of automobile drivers; inflicting punishment; suggestions to administrators; insurance.

Additions to Liability and Insurance Bibliography

1. Rosenfield, H. N., "Liability for School Accidents," Nations Schools, 39:31-2, Je 1947.

2. Rosenfield, H. N., "Liability for School Accidents," Nations Schools, 41:44-5, Je 1948.

3. Remmelein, M. K., "Accidents Will Happen; Transportation Liability and Insurance Need Clarifying," Nations Schools, 42:33-6, D 1948.

4. Forsythe, C. E., "What's New in Student Insurance?" Abstract of Report, il Safety Ed., 28:2-3-, Ja 1949.

5. Leipold, L. E., "Law Enters the Classroom," Am. School Bd. Jour., 118:31-2, Apr 1949.

6. Turner, L. E., "Tort Liability of the School District in California," California Jour. Elem. Ed., 17:74-83, N 1948.

7. Seymour, Emery., "Athletic Accident Protection Plans of State High School Athletic Associations," M.A. Thesis, Springfield College, 1948.

## ADMINISTRATION - FACILITIES, EQUIPMENT, AND SUPPLIES

B. E. Phillips
*Veterans Administration*

The first contribution in the area of problems in facilities, equipment, and supplies to which I should particularly like to invite your attention is Kenneth L. Meyer's, *The Purchase, Care, and Repair of Athletic Equipment*, published by Educational Publishers, Inc., St. Louis, 1948. I assume that a great many of you have already become familiar with this publication. I recommend it highly to those of you who have not.

Mr. Meyer has informed me that a large amount of information contributing to this study was secured from personal interviews with sporting goods dealers, sales representatives, and equipment custodians. Much of the data were accumulated through library research and rather extensive correspondence. As is the case with many of our publications, the project got under way for the purpose of developing subject material for a course of instruction; in this case, Meyer was developing a course on equipment for physical education majors at Indiana State Teachers College, Terre Haute.

To my knowledge this is the first, and, I believe, to date the only textbook which deals exclusively with the purchase, care, and repair of athletic equipment. It presents very ably, solutions to such problems as how, when, what, and where to buy; it includes systems for inventory, checking-out, laundry, dry cleaning, marking, repair, and care of equipment. Management phases, such as the preparation of equipment budgets, development of sources of funds, and providing for equipment safety, are also analyzed.

I, personally, consider this text to be a valuable contribution to our field, particularly in the area of administration. Mr. Meyer, of course, is the first to recognize that such a study must, by its very nature, be a continuous one, that there is still need for research in most phases of the general problem, and that periodic revisions of his text will be necessary.

There is a study which appeared in the May, 1949, issue of the *Consumers' Research Bulletin* which I should also like to bring to your attention. The title of the study is, "Golf Balls - Report of a New Test of Twenty-Three Brands." The author is not identified. In this study twenty-three brands of golf balls were tested for those characteristics which determine their driving and putting qualities, their conformity to established standards of weight and size, and their durability. In most cases twelve balls of each of the twenty-three brands were purchased (I presume on the open market) and tested. As a result of the tests each brand was rated as Class A, "Recommended," Class B, "Intermediate," or Class C, "Not Recommended." In the report, each

brand is described as to type of cover and type of core, driving and putting properties, compressive set, cover durability, and actual and relative price. In the ratings no weight was given to the factors of durability or thickness of cover for it was recognized that while some golfers prefer a durable ball with fairly good driving and putting qualities, others consider the driving and putting qualities to be of primary importance, almost regardless of durability. Ratings were also independent of price, for, as you perhaps know, Consumer's Research makes it a practice of rating quality independent of price.

In the tests performed, driving qualities were determined by calculations of "coefficients of restitution" based upon measurements of rebounds from impact on a hard level surface, and upon other data. Putting qualities were judged on the length of roll and the distribution of the balls after the test rolls. Tests were made also to determine the extent to which the balls retained a permanent deformation after being distorted (this characteristic is known as "compressive set"); durability of the covers was judged on the basis of results from an impact test which gives an indication of the energy in foot-pounds required to cut the cover or render the ball unplayable. All brands were dissected to reveal their construction.

I am very much impressed with this approach to the objective evaluation of equipment, and would personally like to see more of this type of research done.

Incidentally, those of you who are interested in procedures used by sporting goods manufacturers in testing equipment, will be interested in three articles which appeared during the year in *The Sporting Goods Dealer*, the national magazine of the sporting goods trade. The first two of these appeared in the May, 1949, issue and described procedures developed by A. G. Spalding & Bros., and the Rawlings Mfg. Company. They are entitled, "Test Sports Equipment as Carefully as Planes," and "Science Stars in Sports," respectively. The third article entitled, "How Lab Research Aids Dealers," appeared in the November, 1949, issue; this describes procedures developed by the Wilson Sporting Goods Company.

In Washington there is being conducted at the present time a study which has as its purpose the refinement of procurement specifications for various types of athletic and recreation equipment used by federal agencies. This project is under the direction of the Bureau of Federal Supply of the Treasury Department. A Technical Committee on Recreation and Athletic Equipment was organized by the Federal Specification Board of this Bureau in December, 1948, for the purpose of developing these specifications. Since that time this Committee has been active in making preliminary investigations and preparing tentative drafts of specifications, which are now being evaluated by manufacturers and various agencies of the government prior to their final publication by the Government Printing Office.

Next year I hope to be able to report more in detail on this project, for it is possible that when developed these specifications will serve

as valuable guides to college physical educators in the selection and purchase of such equipment, especially when it is necessary to purchase in large quantities.

In closing I should like again to seek your assistance in keeping me informed, through correspondence, of studies in the area of facilities, equipment, and supplies, accomplished at your respective colleges and universities, especially those which you estimate to be of sufficient significance to report at these annual meetings. You are all aware, I am sure, of the fact that the literature contains relatively few references to research in this general area. I suspect that this is due to the fact (1) that interests of researchers have not been channeled into these lines of endeavor, (2) that many problems in this area do not lend themselves to the type of research for which those in the physical education profession are trained, and (3) that the physical education profession considers research in this area to be more a function and responsibility of industry and of other interests than it is of the profession. There may be other reasons for the dearth of studies in this area, not the least important of which, no doubt, being the lack of the wherewithal for this type of research.

The following study will be available soon:

Heilman, Charles and Virginia Bourguardez, "Sports Equipment: Its Selection, Care and Repair." Ed. D. Dissertation, Columbia University, August, 1949. To be published by A. S. Barnes and Co., New York, 1950.

ADMINISTRATION - ORGANIZATION AND STAFF

Wynn Fredericks
*University of Southern California*

# THE ORGANIZATION OF PHYSICAL EDUCATION IN AMERICAN COLLEGES AND UNIVERSITIES

Compiled by J. E. Nixon, Stanford University

The problem. The problem for study was to develop a body of sound general principles applicable to the organizational inter-relationships between physical education and such other educational functions as intercollegiate athletics, intramural athletics, the professional preparation of students in physical education, health instruction, health service, recreational programs for students and faculty, and safety instruction in American colleges and universities.

The study consisted of five major purposes: (1) determining the current status of organizational inter-relationships existing between physical education and the other major functions listed above in accredited American colleges and universities; (2) analyzing current practices to determine whether or not there are any distinguishable patterns of organization present in institutions of various sizes and types; (3) developing a body of tentative principles which might be applicable to the organization of physical education for men in institutions of higher education; (4) determining the extent to which institutions now employ these principles; and finally (5) proposing a revised body of recommended general principles evolved from the findings of this investigation.

Procedures. The following procedures were adopted: (1) securing the sponsorship of the College Physical Education Association; (2) analyzing related professional literature to develop tentative principles of organization; (3) surveying and analyzing current practices of organization in 402 institutions responding to the questionnaire sent to all of the 669 accredited colleges and universities in the United States; and (4) recommending a revised set of principles based on harmonizing evaluated current practice with the consensus of authorities.

Tentative principles of organization were developed on the basis of evidence from two major sources: (1) the statements of leaders in the profession as revealed in the professional literature, this source hereinafter being referred to as the "authorities;" and (2) from replies to Part II of the questionnaire in which college physical education administrators on-the-job expressed opinions as to recommended

principles of organization, this source hereinafter being referred to as "administrators."

Current practices of organization were ascertained through responses to Part I of the questionnaire and were evaluated (1) by the statistical procedures (a) chi square, and (b) standard errors of percentage; and (2) by the tentative principles.

The revised principles of organization which constitute the recommendations of this report, were derived from a fusion or harmonizing of authoritative opinion ("authorities") with evaluated current practices ("administrators") as revealed in this investigation.

Related studies. The problem of how physical education should be organized in colleges and universities apparently has not been investigated specifically as a single study heretofore. Certain major functions have been considered in an organizational light in some studies pertaining to the administration of physical education. In summary, fifteen studies reviewed showed that: (1) a great variety of functions is assigned to physical education; (2) the physical education administrator should be responsible directly to the president; and (3) physical education should be organized to include the required or elective activities program, intramural athletics, intercollegiate athletics, and health instruction. Studies are lacking concerning the organization of the health service, recreation programs, and safety instruction.

Findings. (1) The body of tentative general principles of organization developed from the views of the "authorities" and the "administrators" is not presented here. These principles are incorporated rather fully, with some changes, in the revised principles which constitute the recommendations of this report.

(2) A study of current practices of organization, ascertained through a careful analysis of questionnaire responses from 402 colleges and universities, revealed the following selected findings. (a) Of 345 coeducational institutions studied physical education is organized as one administrative unit for men and women combined in 238 schools.* (b) Of 345 coeducational institutions six have schools of physical education, one has a college of physical education (University of Florida), twenty-nine have divisions, and ninety-seven have departments,* with 104 schools failing to indicate the type organizational unit employed. (c) Ninety-six administrators of combined units of physical education for men and women are responsible directly to the president and also ninety-six others are responsible directly to a dean within respective institutions. (d) Administrators of physical education for men are responsible directly to the president in 104 schools.* (e) Administrators of physical education for women are responsible directly to directors of administrative units of physical education for men and women combined in 113 institutions.* (f) In a majority

*Statistically significant at the *one per cent* level.

of schools the duties of athletic director and administrator of physical education are assigned to the same person. Intercollegiate athletics predominantly is organized as one phase of the physical education program.* (g) There are intramural athletic directors in 211 colleges and universities.* In 234 schools intramural athletics is a function or phase of the physical education unit.* (h) In 229 institutions undergraduate teacher-training is a responsibility of the physical education unit,* and in seventy-three schools graduate teacher-training also is the responsibility of the physical education unit.* (i) Health instruction is a responsibility of the physical education unit in fifty-eight schools.* (j) In 155 institutions the health service administrator is directly responsible to the president.* This figure indicates that the health service in current practice generally is not organized as a responsibility of the physical education unit. (k) Recreation programs for students and faculty generally are organized as a responsibility of the physical education unit.* (l) Very few institutions have an organized college-wide safety instruction program but among those which do have such a program eighteen institutions have a safety director who is responsible directly to the president.*

(3) Physical education administrators on-the-job submitted their opinions as to recommended principles for the organization of physical education. The following tables show selected findings.

Table I

RECOMMENDED ADMINISTRATIVE UNIT FOR ORGANIZING PHYSICAL EDUCATION IN COLLEGES AND UNIVERSITIES

| Physical education should be organized in colleges and universities as a: | Universities | Teachers Colleges | Liberal Arts Colleges |
|---|---|---|---|
| Department | 88 | 183* | 266* |
| Division | 71 | 102 | 60 |
| Separate school | 103* | 27 | 14 |
| Separate college | 39 | 5 | 1 |
| Item not marked | 101 | 85 | 61 |
| Total | 402 | 402 | 402 |

*Statistically significant at the *one per cent* level.

Table II

RECOMMENDED ORGANIZATION FOR WOMEN'S PHYSICAL EDUCATION IN COEDUCATIONAL INSTITUTIONS

In coeducational institutions, women's physical education should be organized as a separate department or division, and not as one phase of a department, division, school, or college of physical education for men and women combined:

| | YES | NO | NOT MARKED | TOTAL |
|---|---|---|---|---|
| In universities | 193* | 121 | 88 | 402 |
| In teachers colleges | 127 | 191* | 84 | 402 |
| In liberal arts colleges | 123 | 204* | 75 | 402 |

*Statistically significant at the *one per cent* level.

Table III

RECOMMENDED ORGANIZATION FOR PHYSICAL EDUCATION IN COLLEGES AND UNIVERSITIES IN TERMS OF MAJOR FUNCTIONS

Departments, divisions, schools, and colleges of physical education should be organized to include the following functions:

| | Universities | | Teachers Colleges | | Liberal Arts Colleges | |
|---|---|---|---|---|---|---|
| | YES | NO | YES | NO | YES | NO |
| 1.* | 310[a] | 14 | 325[a] | 5 | 268[a] | 48 |
| 2. | 307[a] | 11 | 212[a] | 84 | 140 | 149[b] |
| 3. | 275[a] | 57 | 289[a] | 39 | 298[a] | 40 |
| 4. | 328[a] | 8 | 324[a] | 8 | 329[a] | 8 |
| 5. | 256[a] | 71 | 263[a] | 58 | 265[a] | 59 |
| 6. | 313[a] | 29 | 313[a] | 19 | 308[a] | 23 |
| 7. | 314[a] | 20 | 318[a] | 15 | 320[a] | 12 |
| 8. | 241[a] | 55 | 257[a] | 46 | 253[a] | 51 |

*1. Undergraduate teacher-training in physical education
2. Graduate teacher-training in physical education
3. Intercollegiate athletics
4. Intramural athletics
5. Health service
6. Health instruction
7. Recreation program for students and faculty
8. Safety program

a. Statistically significant at the *one per cent* level
b. Not statistically significant at the *five per cent* level

Conclusions. (1) There is a surprising variance of organizational plans in use in responding institutions relative to physical education and the related educational functions studied. (2) Many institutions appear to be lax in assigning major functions specifically as the responsibility of a certain individual or even to a designated department. (3) Many responses indicated that physical education administrators were uncertain as to their exact status, organizationally speaking, within the internal administrative scheme of the institution. (4) Institutions did not always seem to be organized to achieve most effectively and efficiently policies concerning the major functions studied. (5) Many institutions indicated a lack of cognizance of the exact nature and scope of the duties of personnel administering the major functions studied. (6) To an alarming extent institutions seem to permit the existence of dual responsibility for specific functions, both as the execution of the function and also as to supervision by higher administrative officers. (7) There appears to be a definite trend toward the establishment of larger and fewer divisional type organizational units in institutions of higher education to facilitate administration. By and large, physical education organization is lagging behind the trend. (8) Definite organization for safety and recreation functions seems to be lacking in most institutions studied. (9) The primary responsibility for teacher-training in physical education appears too often to be placed in some administrative unit other than physical education. (10) There is surprising agreement in opinions of "authorities" and of "administrators" concerning recommended principles for the organization of physical education. (11) Closer adherence to a body of sound general principles of organization for physical education should result in improved services to students and in greater economies to institutions.

Recommendations. The selected, general, recommended principles of organization for physical education which follow constitute the recommendations of this study. These revised principles were developed from a fusion of authoritative opinion with evaluated current practices as revealed by this investigation.

(1) The administrator of the physical education unit should be responsible directly to the president of the institution or to an executive assistant in the president's office. (2) Directors of major functions within the physical education unit should be responsible directly to the physical education administrator. (3) One individual should be assigned primary responsibility for each of the major functions organized within the physical education unit. (One individual may have two or more such assignments.) (4) The physical education administrator should publish a detailed organizational chart showing organizational relationships between each major function and between all staff members. (5) The process of organization should remain sufficiently flexible to make most effective use of available personnel. (6) Physical education should be organized as a school or college in universities,

and as a division in teachers colleges and liberal arts colleges. (7) In coeducational institutions physical education for men and for women should be combined into one single administrative unit designated as recommended above. (8) Within the designated administrative unit physical education should be organized to include these major functions: (a) service or activities program; (b) intercollegiate athletics; (c) intramural athletics; (d) physical education teacher-training; (e) health service; (f) health instruction; (g) recreation for students and faculty; and (h) safety instruction.

L. F. Keller
*University of Minnesota*

# A DIGEST OF "AN EVALUATION OF BOXING AS A SPORTS ACTIVITY IN INSTITUTIONS OF HIGHER LEARNING"[1]

Carlton R. Meyers
*Yale University*

The problem of concern in this study is to determine whether or not boxing can be justified as an educational activity in colleges and universities enrolling men in the United States. The study entails a three-fold purpose, namely: to trace the historical development of boxing; to evaluate the educational value of boxing in light of established criteria; and to make recommendations as to the place of boxing in higher education.

Data for the study were gathered by: analysis of pertinent and related literature; interviews; questionnaires submitted to colleges and universities to ascertain facts concerning current practice, prevalence of significant injuries, and opinion regarding boxing's place in higher education; questionnaire survey of stands of intercollegiate athletic conferences; and empirical study of outcomes derived from an instructional course in boxing.

A 78 per cent response was obtained on the questionnaires submitted to 794 institutions of higher learning. Of the 620 reporting institutions 42 per cent sponsored boxing during the academic year 1948-49 in one or more of three programs - physical education class, intramural and intercollegiate programs.[2] Fifty-nine institutions conducted intercollegiate boxing. In the majority of institutions boxing instruction in the physical education class program was offered as an elective. Ten per cent of the replying schools discontinued all boxing within the past decade, while an additional 8 per cent dropped the activity in part. The plurality of reasons advanced for dropping boxing may be categorized as complicating factors attributable to the nature of the activity. As computed from questionnaire returns, the

1. Carlton R. Meyers, "An Evaluation of Boxing as a Sports Activity in Institutions of Higher Learning," 268 p. Unpublished Ed.D. project, Teachers College, Columbia University, 1949. This study was sanctioned by the Executive Council of the College Physical Education Association in March, 1949.
2. See Table 1, page 123, for the number of institutions that sponsored boxing in the various programs.

total incidence of injury and of knockouts were 1 and 2 per cent, respectively, for 1948-49 and .6 and 1.5 per cent for the period from 1939 through 1948.[3]

Boxing was regarded as both desirable and controllable in all three programs by the majority of physical education administrators and health service directors in responding institutions. A greater percentage favored the activity in the physical education class program than competitive boxing in intramural and intercollegiate programs. The majority also favored more stringent controls over competitive boxing than those generally followed. The plurality of medical doctors serving as health service directors disapproved of intercollegiate boxing.

The empirical study of outcomes derived from boxing instruction, based largely on personality inventory interviews before and after an instructional course, disclosed that 16 of 27 students manifested an increase in anti-social tendencies. The next most frequent change was noted in increased self-confidence. Since all cases involving self-confidence and the minority of those concerned with anti-social tendencies occurred in one of two groups studied, it is suggested that the type of instruction plays a determining role in outcomes derived. More favorable results were associated with personal, congenial instruction as compared to autocratic instruction presented with showmanlike attitude.

The significance of the medical aspect for boxing in institutions of higher learning lies in the commonly recognized potential risk of permanent brain injury present in an activity in which blows repeatedly strike the head. Because of the risk being directly involved in the aim of the activity, any precautions taken to eliminate the violence and frequency of head blows will reduce the likelihood of injury.

Evaluation of the educational value of boxing is made in light of criteria concerning physical and organic development, social and moral development, psychological development, development of physical skills, contribution to educational objectives, and administrative feasibility. Boxing ranks in the middle one-third of all physical education activities in all-round contribution to the established criteria. Given educational value, any activity must meet the foremost consideration - promote health of students - to be included in an educational program. Competitive boxing, as commonly conducted, is a questionable activity in light of this health stipulation and rates poor in comparison with all activities. Instructional boxing without competition ranks in the middle one-third of physical education activities.

From this study and evaluation of boxing in institutions of higher learning the following recommendations have been derived:

1. Competitive boxing should preferably be conducted only under regulations, over and above those presently specified by the National

3. Table 16, page 124, presents the statistics from which the incidences for 1948-49 were computed.

Collegiate Athletic Association, which: (a) de-emphasize the number and violence of head blows; (b) give definitive (increased) consideration to defense in scoring; and (c) provide any additional measures which will tend to safeguard further the well-being of participants.

2. Institutions should not offer boxing unless proper, conscientious instruction and supervision, including close medical surveillance, can be provided.
3. Where possible, institutions should conduct studies of the psychological and sociological effects of boxing on participants.
4. Physical educators should maintain an objective attitude toward implications of medical inquiry for boxing as well as other physical education activities rather than claim immunity for college sponsored activities.

Table 1[4]

BOXING IN COLLEGES AND UNIVERSITIES

| | Physical Education Class Program | | Intramural Program | | Inter-collegiate Program | | Total Reporting | |
|---|---|---|---|---|---|---|---|---|
| | Number | Per Cent | Number | Per Cent | Number | Per Cent | Number | Per Cent |
| Institutions sponsoring boxing, 1948-49 | 228 | 36.8 | 123 | 19.8 | 59 | 9.5 | 263 | 42.4 |
| Institutions dropped boxing in past decade | 48 | 7.7 | 54 | 8.7 | 41 | 6.6 | 62* | 10.0 |
| Institutions without any boxing in past decade | 344 | 55.5 | 443 | 71.5 | 520 | 83.9 | 295 | 47.6 |
| Total | 620 | 100.0 | 620 | 100.0 | 620 | 100.0 | 620 | 100.0 |

*This figure includes only those institutions that have discontinued all boxing.

4. *Ibid.* p. 72.

Table 16[5]

INCIDENCE OF INJURY IN BOXING DURING ACADEMIC YEAR 1948-49

| Program | Number of Participants | Injuries | | Knockouts | | Number of Institutions |
|---|---|---|---|---|---|---|
| | | Number | Per Cent | Number | Per Cent | |
| Physical education class program only | 2477 | 7 | .3 | 8 | .3 | 34 |
| Including competitive boxing | 7058 | 89 | 1.3 | 179 | 2.6 | 86 |
| Total | 9535 | 96 | 1.0 | 187 | 2.0 | 120 |

5. *Ibid.* p. 141.

## LEADERSHIP

W. P. Cushman
*The Ohio State University*

Additions to Leadership Bibliography

1. Hemphill, John. Situational Factors in Leadership. Columbus: Bureau of Educational Research, The Ohio State University, 1949.
2. Stogdill, R. M. "Personal Factors Associated with Leadership," Journal of Psychology, 25:35-71, Jun. 1948.
3. Shartle, C. L. "Leadership and Executive Performance," Personnel, March, 1949. Reprint, Copyright, 1949, American Management Association, 330 West 42nd Street, New York 18, New York

## PROFESSION - TEACHER EDUCATION AND PUBLIC RELATIONS

W. F. Meredith
*University of Pennsylvania*

No graduate studies relating to either Teacher Education or Public Relations have been reported during the past year. Dr. H. L. Berridge, as an outgrowth of his doctoral dissertation,[1] has prepared a suggested plan for the evaluation of teacher education programs in the field. He has collected data through the use of a questionnaire to selected institutions. The results of his efforts to date will appear in the Journal of Health and Physical Education for February 1950.

Committee on Problems of
College Physical Education

Leonard A. Larson, Chairman

1. Berridge, H. L., "A Study in the Field of Accreditation of Professional Physical Education," Unpublished Dissertation, University of Texas, 1948.

# REPORT OF COMMITTEE ON FILM PROJECT

Lloyd Messersmith
*Southern Methodist University*

Since September, 1948, when The Athletic Institute introduced its sports and physical education instruction, sound slidefilm program, more than 700 schools, colleges, and recreation departments have become user-owners of the first six releases.

The first six releases under The Institute's new audio-visual aids program by title and in the order of their release are: "Beginning Tennis," "Beginning Archery," "Beginning Tumbling," "Beginning Golf," "Beginning Baseball" and "Beginning Bowling." Each subject treats only the basic fundamentals of the sport and is packaged in "kit" form including from three to seven integrated units of slidefilms (35 mm filmstrips), accompanying voice-recorded transcriptions and a comprehensive instructor's guide to teaching the activity and to using the sound slidefilms as instructional aids in group teaching.

The Institute reports that acceptance to their program has exceeded original expectations, and predict that as more professional training schools introduce audio-visual aids instruction courses and as more of our current professional workers acquaint themselves with the use of audio-visual aids, a greater contribution can be made by them under their non-profit slidefilm program.

According to records maintained in The Institute offices, eighteen per cent of the current owner-users have taken the time during the month of September and the first two weeks of October of this year to express their acceptance by complimenting subject content coverage or urging immediate production of other desired subjects.

Unfortunately, The Athletic Institute reports that its production schedule of new releases has been somewhat curtailed by budget limitations. The seventh release under the program, "Beginning Badminton," is now under production, and is expected to be available shortly after the first of the new year. A tentative 1950 schedule calls for the production of a "kit" covering basketball fundamentals. Other 1950 releases will be made but subject matter will not be decided upon until after the first of the year.

In announcing the first fourteen months progress of its project, The Athletic Institute expressed appreciation to the various professional groups and individuals who have been most generous of assistance and support of the program. Particular appreciation was expressed to the Film Project Committee of the College Physical Education Association and to many individual members of the Association who have been close to the development and promotion of the project.

Respectfully submitted,
Committee on Film Project
Lloyd Messersmith, Chairman
Karl Bookwalter
A R Winters

## REPORT OF THE COMMITTEE ON FOREIGN RELATIONS

A. W. Marsh, *Chairman*
*Amherst College*

The major project of this Committee was the promoting of a drive for equipment for foreign physical education in cooperation with the American Association for Health, Physical Education, and Recreation and the National Association for Physical Education for College Women. In addition to the College Physical Education Association, the National Collegiate Athletic Association, and the Association of High Schools were canvassed for equipment. Although the returns were far better than last year, the total is below what the Committee had hoped. The returns are as follows:

| | | | |
|---|---|---|---|
| Colleges and universities responding | | | 30 |
| | Men's | 5 | |
| | Women's | 25 | |
| High schools | | | 4 |
| Individuals | | | 1 |
| Business houses | | | 2 |
| | | Total | 37 |
| Total pounds of equipment collected | | | 1850 lbs. |
| Total cash sent by three colleges | | | $232.00 |

The organizations concerned are continuing the drive, and are urging the colleges to contribute even more this year. The need is just as great if not greater than before.

Besides the drive, the Committee, through its Chairman, has cooperated in the entertainment and assistance to foreign visitors and organizations, such as the Danish gymnasts, and has been in communication with agencies distributing ideas and books and pamphlets to foreign individuals and institutions.

Respectfully submitted,

A. W. Marsh, Chairman

# REPORT OF THE COMMITTEE ON TEACHER EDUCATION

W. F. Meredith, *Chairman*
*University of Pennsylvania*

The Committee on Teacher Education as a group has found little opportunity to serve the Association during the past year. The only problem suggested, a study of the programs of professional preparation with the aim of ascertaining the true facts relative to academic standards, was rejected as impractical because of the lack of funds.

The Committee has continued to offer assistance in the organization of conferences on teacher education and to sponsor studies dealing with this problem. None has been undertaken during the current year.

The Committee makes the following recommendations:

1. That the College Physical Education Association support the Conference on Graduate Preparation to be held at Pere Marquette State Park in January, both in the establishment of standards and in their implementation.
2. That the Association use every influence to up-grade teacher education throughout the nation, and, as a phase of this, strive to improve the service programs of the colleges and universities that they become examples of the finest possible teaching.
3. That the Association use every possible influence to up-grade present programs in the schools, at all levels, to the end that the boys and girls of the nation have adequate opportunity to develop desirable habits, attitudes, knowledges, and skills in physical education.
4. That the Association join with the American Association for Health, Physical Education and Recreation, the Society of State Directors, the National Association of Physical Education for College Women, the American Association of Colleges for Teacher Education, and other professional agencies in efforts to up-grade professional preparation.

Respectfully submitted,

Committee on Teacher Education

W. F. Meredith, Chairman
David K. Brace
Oliver K. Cornwell
Lloyd M. Jones
Charles H. McCloy

# REPORT OF REPRESENTATIVES OF THE COLLEGE PHYSICAL EDUCATION ASSOCIATION TO COLLEGE COMMITTEE ON PHYSICAL EDUCATION AND ATHLETICS

Delbert Oberteuffer, *Chairman*
*The Ohio State University*

1. The College Committee on Physical Education and Athletics had two meetings during the year 1949: the first at Boston on April 21, the second at Columbus, Ohio, on December 27, 1949. The meetings were attended by the representatives of the CPEA; namely, Messrs. Marsh, Oberteuffer, and Mercer.

2. The College Committee agreed to prepare the manuscript describing a policy and program for a modern program of physical and health education in colleges. This manuscript was prepared, and consent for publication was sought from the three participating organizations. Before such consent was obtained, however, the College Physical Education Association agreed to publish the brochure as a part of their *Proceedings*. From these Proceedings, reprints can be drawn and it is intended, if finances are available, to pull 3,000 reprints for distribution to college presidents and registrars throughout the United States.

3. The College Committee discussed at considerable length the possibilities of organizing another student group to attend the 1952 Olympic games in Europe. The 1936 student group was recalled, and, after some discussion, the College Committee agreed to lay some preliminary foundations for the organization of a similar group. A further report on this preliminary study will be made at the next meeting of the College Committee.

4. The College Committee also investigated the policy and plans of The American Council on Education for the issuance of subsequent publications dealing with credit in physical education as a result of experience in the military services. It was determined that The American Council does not at the present moment have plans either for reissuing or rewriting the existing policies. The College Committee agreed to keep in touch with The American Council, in the event that some further reorganization or restatement of their policies concerning academic credit for military service is to be made.

5. The College Committee established contact with the AAHPER and was successful in securing a representative from the College Committee upon that committee of the AAHPER known as the Committee on Relationships to the Armed Forces.

6. There were other items of business but of less important nature.

Respectfully submitted,

E. L. Mercer
A. W. Marsh
Del Oberteuffer, Chairman

# COLLEGE PHYSICAL EDUCATION FOR PEACE AND DEFENSE

## A STATEMENT FOR COLLEGE ADMINISTRATORS

Prepared by the College Committee on
Physical Education and Athletics

## I.

## A PROBLEM FOR PHYSICAL AND HEALTH EDUCATION

The United States, at mid-century, has accepted its world leadership. It is a leadership towards peace - and towards defense against those forces which would propel us into a third great war. Higher education strives to provide the type of leadership which will meet the demands of the peaceful and democratic way of life.

This leadership comes from persons - from men and women who individually are constituted and prepared to give that leadership. "The first goal in education for democracy is in full, rounded and continuing development of the person. . . . To liberate and perfect the intrinsic powers of every citizen is the central purpose of democracy, and its furtherance of individual self-realization is its greatest glory."[1] To attain any such perfection the college curriculum must be qualitatively rich and quantitatively complete. The student must be the beneficiary of a program which sees him as a unitary whole and which rejects the dualistic concept of mind as superior to and detached from body. That the college exists only for the preparation of the mind and not for the development of the whole man must be seen as unrealistic and specious.

A modern program of activities and instruction aimed at the physical education of men students has much to offer towards their development. A well-conceived physical education program of today aims at the development of the "whole man." It is concerned with his relationship to his society and as much with his psychological development as with his physical growth. Modern physical education, properly conceived and well executed, deserves consideration as a contributing element in the total educational process and not merely as an attractive but basically "non-academic" impediment to the main business for which the college exists. The program conducted in the laboratories of gymnasium, athletic field, or swimming pool, contributes experiences which aid in the development of the citizen ready to assume his obligations for peace and defense.

1. "Higher Education for American Democracy." Vol. I, page 9, of the *Report of the President's Commission on Higher Education*, 1947.

In order to aid in the improvement of physical education programs in institutions of higher learning, The College Committee on Physical Education and Athletics invites consideration by college officers and faculties of certain policies and practices which seem desirable at this time. These are set forth in the following series of statements, not all of them of equal importance, few of them new, but all of them intended to be helpful as colleges and universities consider their problems and policies in this area.

## II.

## GENERAL CONSIDERATIONS FOR LOCAL PROGRAMS

1. This Committee and these sponsoring Associations reaffirm their belief in a program of physical and health education, including competitive athletics, which prepares a male student for life in a democracy and which extends instructional, recreational, and competitive opportunities to every man in college, chosen according to individual needs and interests.

2. It is recommended that such a program be conducted by a departmental organization similar to other academic or administrative divisions within the college. The personnel should be employed on bases similar to those used for other staff members and accorded the standing, rank, and tenure enjoyed by others. The physical education personnel should be expected to maintain the same standards of personal and professional integrity, of instructional skill and of regard for the personality of the student as are expected of others.

3. The Committee believes that the welfare of the student is best assured if the college can present a comprehensive program of physical and health education which would include instructional classes in physical education (the service curriculum) and in personal and community health, programs of intramural and, where feasible, intercollegiate athletics, and a college health service which will include not only the usual diagnostic and clinical services but also appropriate psychiatric and health counseling services.

4. In some institutions the attainment of the foregoing would involve the integrated efforts of several departments. However, no matter what the local administrative play may be for such extensive programs there should be completely harmonious and complementary relationships between the divisions responsible for these functions to the end that the student becomes the beneficiary of a completely integrated program of care, development, and activity.

5. The Committee believes that if physical education classes are to be required or elective and if academic credit is in vogue elsewhere in the college, then it should be applied for successful completion of

a course of instruction in physical education. For such credit the student should be expected to demonstrate much more than mere exercise or effort. He should show progress in skill and in mastery of those associated learnings potentially available in physical education. In the end his progress and outcomes should be evaluated by devices acceptable elsewhere in the institution. Such evaluations, based upon tangible elements and not guess-work or favoritism, should be translated into the college grading system and the grades from physical education be accepted towards honors requirements, membership in scholarship organizations, and graduation.

6. The Committee believes that local studies of class scheduling problems which might point the way to a greater accessibility of the late afternoon hours for athletics and recreation should be made. Such recreational and athletic periods serve students from all departments and thus some priority might be given them in the best interests of all.

## III.

## THE ACTIVITY PROGRAM

1. It is recommended that the activity program (service curriculum) of undergraduate instruction in physical education contain an ample opportunity for students to achieve personal and social development through a variety of active sports, games, and other recreative activities. The objectives of organic soundness, skill, social acceptability and psychological integration should be understood by all and programs should be arranged to attain these goals in the development of the individual student.
2. The activity program for all students should contain a minimum of "mass" activities and a maximum of activities chosen by the student and taught to small groups by expert teachers. Modern physical education does not embrace many of the older techniques of mass activity under the response-to-command method. Instead it seeks an individual development through more self-initiated, creative and recreative activities and plans the program with the hope that these activities will be engaged in throughout the college and post-graduate years without reference to credits or requirements.
3. Study should be given locally to the enrichment of service curriculums through the organization and teaching of learnings associated with the skills in sports. It should be clear to all concerned that physical education is not motor learning alone but that it contains a variety of appreciations and understandings associated with sport along with experience in making those ethical judgments associated with sport and play in a democratic society.

## IV.

## THE INTERCOLLEGIATE PROGRAM

1. The Committee recognizes great merit in a well conceived program of intercollegiate athletics. It believes in an extension of such highly skilled and demanding sports as may be compatible with the purposes and philosophy of the educational institution. It sees no evil in intercollegiate competition per se and calls attention to the fact that where abuses or undesirable outcomes are found they exist because of the absence of sound institutional policy and faculty direction. The sports themselves offer excellent opportunities for the highly skilled players to "meet their match," to test themselves against their contemporaries, to evaluate their own powers in relation to others, and to achieve that full development which is possible only when competitive conditions are sufficiently keen as to require the full extension of individual effort. Athletics offer rich opportunities for educative experiences in atmospheres charged with emotion and the interaction of personality. The product should be a student farther advanced in social competence and personal adjustment.

2. The Committee re-affirms the belief of the sponsoring organizations in the spirit of amateurism and in ametur sports. It believes that there is no reason why college sports should be conducted on any other basis. It subscribes wholly to the principles set forth in the operating code as development by the National Collegiate Athletic Association in 1947 and urges college Presidents and faculties to make it their responsibility to see that the code is made effective and is not evaded.

3. The Committee recognizes the great variety of methods now being used to support such a program financially. It believes that wherever it is possible for colleges to support athletics from directly appropriated funds, greater stability will be found in the conduct of the program.

## V.

## RELATIONS TO THE MILITARY

1. It should be clear to all in college physical education and in colleges generally, that military science and physical education are not synonymous. They a re two different programs employing different techniques, seeking different outcomes, and existing for different purposes. Leaders in both areas recognize these differences. One preparation for defense through military skills and techniques, the other seeks adjustment to democratic ways through recreational skills taught to secure outcomes in total personal development.

Confusion remains only in the minds of those who believe that physical fitness is the sole, or at least the principal outcome of both. Obviously, both military science and physical education (including athletics) have a place in 20th century society. They are not, however, mutually inclusive.

2. On campuses where both programs are offered there should be developed a spirit of cordiality and cooperation without infringement, precedence, or domination of one over the other.

3. The College Committee fully subscribed to the recommendation of many other groups to the effect that a course in military science is not a proper substitution for physical education.

4. Likewise, the College Committee strongly urges faculties to establish the principle of equivalence when accrediting military experience with reference to physical education. This problem loomed large following VJ Day and the Committee feels that some considerable injustice was done many veterans by eliminating them from recreational or therapeutic physical education so necessary to their continuing adjustment to the college or community environment. The best results were obtained on those campuses where credit was given for physical education as it was for other areas of learning; that is, on the basis of experiences in the services equivalent to the kind and quality of instruction receivable on the campus. The Committee recommends that where blanket or indiscriminate credit for physical education was given just because the student was in military service, the practice be now discontinued and experience in physical education from any future military service be evaluated for quality the same as experience in other fields.

## VI.

## HEALTH INSTRUCTION AND HEALTH SERVICES

1. The Committee recommends to all colleges either the continuation of old or the development of new opportunities for students to learn the basically important elements of personal and public health. It is believed that the traditional one hour a week for one semester and one credit course is inadequate for affecting the behavior and increasing the knowledge of college students in these important areas. More generous time should be allotted and the courses taught with expert skill and equipment commensurate with the importance of the task.

2. It is desirable to have counseling services on every campus to aid students in the solution of their problems. Counseling services are recognized assets and the skilled efforts of psychologists, physicians, psychiatristis and counselors in the social areas, should be available wherever possible.

3. The Committee believes in a close relationship between instruction and counseling and the programs of physical education and of health service. There should exist no rivalry between these areas. Administrative friction should not be allowed to jeopardize the full achievement of the purposes of each. There should be full correlation between the hygiene of living as taught in the physical education classes and that taught in the courses for healthful living, in the health service, or in any other department of the College.

4. The Committee recommends the continuance of the minimum programs of physical examinations for entering students, follow-up counseling where indicated by the examination, clinical services to students in need, programs of disease prevention and control, seasonal examinations for competing athletes and close relationships between college physicians and the physical education staff in dealing with the physical education of the student.

5. The Committee recommends constant and competent medical supervision of competitive athletic teams.

## VII.

## NATIONAL AND INTER-COLLEGE RELATIONSHIPS

1. The Committee, representing as it does the three principal national organizations concerned with the physical education, including the athletic program, for college men, recognizes the need for and values to be found in such professional organizations. It believes the organizations can be helpful in forming guiding policies, establishing directional viewpoints, and in some areas, recommending basic standards for the organization and conduct of various aspects of health and physical education programs. It would, therefore, urge college Presidents and faculties to use the Committee and the three sponsoring organizations wherever they can be of helpful consultative service.

2. The Committee recommends the affiliation of the physical education and athletic teaching personnel with the appropriate college professional organizations, and urges the college to encourage attendance at professional meetings. It recommends further that if the college supports a program of intercollegiate athletics it affiliate with the National Collegiate Athletic Association.

The College Committee

From the C.P.E.A.
E. L. Mercer, University of Pennsylvania
A. W. Marsh, Amherst College
Delbert Oberteuffer, Chairman, The Ohio State University

From the N.C.A.A.
Carl Delmuth, Swarthmore College
Norton Pritchett, University of Virginia
George R. Rider, Miami University

From the A.A.H.P.E.R.
Carl Troester, National Education Association
W. L. Hughes, Temple University
H. A. Scott, Columbia University

# REPORT OF THE REPRESENTATIVE TO COUNCIL OF THE AMERICAN ASSOCIATION FOR HEALTH, PHYSICAL EDUCATION, AND RECREATION

## I. Officers

| | |
|---|---|
| President | - Louis F. Keller, University of Minnesota |
| Past-President | - Lloyd M. Jones, The Pennsylvania State College |
| Vice-President | - Glenn W. Howard, Queens College |
| Secretary-Treasurer | - L. Carroll Adams, Columbia University |

## II. Accomplishments

A. The book on College Facilities was published during 1948 and distributed throughout the United States and Canada. To date approximately 1500 books have been distributed to people in colleges, city recreation departments, and to architectural firms, also to boards of education and to persons in public school work.

B. The annual meeting held in Chicago, Illinois, during December was one of the best attended that the Association has held.

C. Membership in the College Physical Education Association has increased by fifty per cent during the last eighteen months.

D. Officers of the section on intramural sports obtained printed material on intramural sports from approximately one hundred colleges and universities in the United States. These materials were distributed at the annual meeting. Furthermore, about thirty colleges were stimulated to put into print their regulations and other information on intramural sports.

Respectfully submitted,

L. Carroll Adams

# THE NATIONAL CONFERENCE ON GRADUATE STUDY IN HEALTH EDUCATION, PHYSICAL EDUCATION AND RECREATION

Carl L. Nordly
*University of Minnesota*

In January, 1949, President L. F. Keller appointed two College Physical Education Association representatives, Lloyd M. Jones and Carl L. Nordly, to the National Conference on Graduate Study in Health Education, Physical Education, and Recreation which will be held at Pere Marquette State Park, Illinois, January 18-28, 1950.

The Organizing Committee has agreed that the Conference should be concerned with:

1. The development of principles and standards for evaluating graduate offerings in health education, physical education, and recreation.
2. The development of plans for implementation.
3. Recommendations of ways and means of using standards for accreditation of institutions offering graduate preparation in these three fields.

The College Physical Education Association is one of fifteen national organizations sponsoring the Conference which is being financed by The Athletic Institute.

As stated in an article by Ruth Abernathy, entitled "The National Conference on Graduate Study in Health Education, Physical Education, and Recreation" in the December, 1949, issues of the *Journal of the American Association for Health, Physical Education, and Recreation:*

> The final and official conference personnel list includes thirty-six delegates, twelve in health education, twelve in physical education, and twelve in recreation; one university president; one dean of a graduate school; two consultants in teacher education and accreditation; six general consultants, three Canadian representatives; and the treasurer.

Respectfully submitted,

Lloyd M. Jones
Carl L. Nordly

# REPORT OF THE COMMITTEE ON MEMBERSHIP

Thomas E. McDonough, *Chairman*
*Emory University, Georgia*

During the Fiftieth Annual Meeting of the College Physical Education Association (January, 1947) several members expressed an interest in the need for the Association to increase its membership so that through strength in members as well as in the quality of members, the Association might exercise a more profound influence in problems pertaining to college physical education. This interest,...was summarily conveyed to the President Elect, Dr. Carl Nordly, who appointed a committee on membership.

The above statement is an excerpt from the 1948 Membership Committee Report. At that time, there were 216 members in full standing in the Association. A concerted effort over a period of three years has resulted in increasing the membership to over 500.

The present Committee recommends that the next membership committee should endeavor to consolidate the gains made and that the emphasis should be placed on better acquainting the membership with the traditions and present purposes of the organization, rather than make a strenuous effort to encourage new members to affiliate.

The following committee members deserve special commendation for the increased membership:

D. D. Adee, Minnesota
R. E. Belshaw, Washington
R. L. Browne, Louisiana
A. C. Denney, Wisconsin
W. A. Dewar, Canada
M. Farrington, D.C.
J. W. Fredericks, California
J. M. Harmon, Massachusetts
C. J. Hart, Utah
A. W. Hobt, Tennessee
Edward Hurt, Jr., Oklahoma
R. E. Jamerson, North Carolina
J. J. Kevin, Oklahoma
R. T. Kretchmar, Ohio
H. L. Lepley, Nebraska
George Little, New Jersey
G. F. Loebs, Maine
L. T. Ludwig, Virginia
L. L. Messersmith, Texas
K. C. H. Oermann, Pennsylvania
L. W. Olds, Michigan
A. T. Post, Vermont
John A. Scannell, Indiana
G. W. Shaffer, Maryland

Respectfully submitted,

Thomas E. McDonough, Chairman

## MINUTES OF THE BUSINESS MEETING

The Fifty-third Annual Meeting of the College Physical Education Association, held in Columbus, Ohio, on December 28, 1949, was called to order by President Louis F. Keller at 4:30 p.m., in the Deshler-Wollick Hotel.

On motion, seconded and passed, the reading of the minutes of the previous meeting was dispensed with.

The Treasurer's Report was read. Following the Report the Chairman of the Auditing Committee, Mr. Harry A. Scott, made a statement to the effect that the Treasurer's books had been examined and found to be in order. Mr. Glenn W. Howard moved that the Report be accepted. The motion was seconded by Mr. Carl Nordly and passed. (See Report on next page.)

The Report of the Committee on Construction and Material Equipment was read by Mr. Glenn W. Howard, Chairman. (The Report appears elsewhere in the Proceedings.) On motion made by Mr. Richard Elmer Jamerson and seconded by Mr. W. A. Dewar, the Report was accepted.

The minutes of the meeting of the Executive Council held on April 21, 1949, were read by the Secretary.

Mr. K. C. Oermann moved that the minutes of the Executive Council be approved. The motion was seconded by Mr. R. E. Jamerson and passed.

Mr. H. A. Scott moved that the bill for publishing the *College Facilities for Physical Education, Health Education, and Recreation* be paid. The motion was seconded by Mr. John Shaw and passed.

Mr. H. A. Scott and Mr. L. W. Olds spoke briefly on methods which might be employed to sell a larger number of the facilities book. Mr. T. P. Bank stated that the number of high school facilities books sold had reached ten thousand.

The President called for the Report of the Committee on Curriculum Research. No report was made.

Chairman L. L. Messersmith read the Report of the Film Project Committee. (This Report appears elsewhere in the Proceedings.)

Mr. J. M. Harmon moved that the Film Project Report be accepted. The motion was seconded and passed.

The Report of the Committee on Foreign Relations was read by the Chairman, Mr. A. W. Marsh. (This Report appears elsewhere in the Proceedings.)

Mr. R. E. Jamerson moved that the Report of the Committee on Foreign Relations be accepted. The motion was seconded and passed.

Mr. Delbert Oberteuffer, Chairman of the College Committee on Physical Education and Athletics, reported on the activities of the Committee. (The Report appears elsewhere in the Proceedings.)

Mr. K. C. Oermann moved that the Report of the College Committee

## TREASURER'S REPORT
January 10, 1949 to December 8, 1949

### Income

| | | |
|---|---|---|
| Received from G. W. Howard, Retiring Treasurer | $500.00 | |
| Funds to be transferred from G. W. Howard | 750.00 | |
| Dues from January 10, 1949 | | |
| Current dues, 182 @ $2.00 | 364.00 | |
| New Fee, 1950 dues, 45 @ $3.00 | 135.00 | |
| Membership Fees from January 10, 1949 | 310.00 | |
| Sale of Proceedings | 150.91 | |
| Total Accountability | | $2,209.91 |

### Expenditures

| | | |
|---|---|---|
| Services, Operating | | |
| Postage: Proceedings and correspondence | $83.35 | |
| News letter | 20.53 | |
| Telephone and Telegraph | 3.09 | |
| Clerical Assistance | 13.56 | |
| Supplies: Envelopes for Proceedings | 11.69 | |
| Office supplies | 4.40 | |
| Letterheads and envelopes | 19.08 | |
| Dues notification cards | 18.50 | |
| Billheads | 9.00 | |
| Banquet and membership cards | 12.34 | |
| Convention badges | 28.08 | |
| Address plates, University Service Bureau | 31.61 | |
| Committee Expenses | | |
| Joint Committee on Physical Education and Athletics | 25.00 | |
| Problems | 3.00 | |
| Intramural Sports | 25.00 | |
| Constitution Revision | 15.00 | |
| Printing | | |
| Edwards Brothers, Inc., Proceedings | 679.14 | |
| Kings Crown Press, Cards to poll members | 16.67 | |
| Application blanks | 18.51 | |
| Others | | |
| Refund on Proceeding and Facilities Book | 4.55 | |
| Check collection charge | .25 | |
| Total Disbursements | | $1,042.35 |
| Balance, December 8, 1949 | | $1,167.56 |

Respectfully submitted,

L. Carroll Adams, Secretary-Treasurer

on Physical Education and Athletics be accepted. The motion was seconded and passed.

Mr. H. A. Scott moved that the request of the College Committee on Physical Education and Athletics for $125.00, to be used for a joint publication by the N.C.A.A., A.A.H.P.E.R., and C.P.E.A. of a brochure entitled *College Physical Education for Peace and Defense,* be referred to the Executive Council for action. The motion was seconded by Mr. John Shaw and passed.

Mr. F. Ballenger moved that the above mentioned brochure appear in the Proceedings. The move was seconded by Mr. Carl Nordly and passed.

The Report of the Representative of the American Association for Health, Physical Education, and Recreation was read by Mr. L. Carroll Adams. (The Report appears elsewhere in the Proceedings.)

Mr. Richard E. Jamerson moved that the Report of the Representative of the A.A.H.P.E.R. be accepted. The motion was seconded and passed.

The Report of the Membership Committee was read by the Chairman, Mr. Thomas E. McDonough. (The Report appears elsewhere in the Proceedings.)

Mr. A. I. Prettyman, Mr. L. W. St. John, and Mr. J. F. Bovard were proposed for Honorary Membership.

Each of the above proposals was considered individually, seconded, and passed unanimously.

Mr. R. E. Jamerson moved that the Report of the Membership Committee be accepted. The motion was seconded by Mr. W. A. Dewar and passed.

Mr. George L. Rider, Chairman, read the following Report of the Committee on Necrology:

## IN MEMORIAM

### Dr. Vincent DiGiovanna

Dr. Vincent G. DiGiovanna, Associate Professor of Physical Education at the State College of Washington and national chairman of the Mental Hygiene section of the AAHPER, died suddenly April 16, 1948, at Missoula, Montana, where he was attending the Northwest District Convention of the American Association for Health, Physical Education, and Recreation. His death was attributed to heart failure.

Dr. "DiGi," as he was known to his many friends and professional associates, was born in New York City, August 18, 1905. He later attended Jamaica High School, Jamaica, New York, and Springfield College, and finished his graduate work at New York University, where he received his Ph.D. in 1942.

From 1929 to the time of his entrance into the Army, he taught at Southern Illinois Normal, Carbondale, Illinois, and served as department head. While at Carbondale he initiated an extensive gymnastic

program. His varsity team went undefeated in his final year against such schools as University of Illinois, Chicago, Nebraska, Minnesota, and Indiana. He was himself an accomplished gymnast and gave several exhibitions.

While serving for thirty-nine months in the Army as captain, he specialized in physical rehabilitation and received the Commendation Ribbon for his outstanding contributions. At the close of his service, he went to Washington State College, where he was in charge of activity work in the teacher-education program and also in charge of required physical education courses.

He was both inspiring and stimulating to all his students and fellow staff members, and his loss is sorely felt. He had just been elected as chairman of the newly formed college section of the Washington State Association for Health, Physical Education, and Recreation, which was initiated by Dr. DiGiovanna and making big strides in the direction of improved curricula and teacher education.

He is survived by his wife and their two-year-old daughter, Alice Clair, and his mother, Mrs. Josephine DiGiovanna, of St. Albens, New York.

## Edwin Fauver

Dr. Edwin Fauver was born in North Eaton, Ohio, on May 7, 1875, and died in Sarasota, Florida, on December 17, 1949

In 1890 he moved with his family to Oberlin, Ohio, where he attended high school and college, graduating from the latter in 1899, and sharing with his twin brother, Edgar, the reputation of having been among the best athletes ever to represent the College.

After graduation he taught and coached at Alma College for a year until called back to his alma mater as tutor in history and the first alumni coach of football, baseball, and the then new game of basketball from 1900 to 1905.

He then went to Columbia University to study medicine and received his degree in 1909. Thereafter he was Professor of Physiology and Physical Education at Swarthmore College until 1911 when he went to Princeton University and served as Associate Professor of Physical Education until 1916. He then made his final move to the University of Rochester as Professor of Hygiene and Physical Education and served there with distinction until his retirement in 1945. In 1917 he was a contract surgeon with the S.A.T.C.

At Rochester he was responsible for the planning of an exceptional physical education plant on the River Campus and for the development of one of our better programs of physical education, including athletics, varsity and intramural, and activities for the entire student body. He was a member of the American Physical Education Association, the American Association of University Professors, the Rochester and Monroe County Medical Societies, and served as president of

what was then the Society of Directors of Physical Education in Colleges. He was always active in the N.C.A.A. and served on many committees.

In the summer of 1906, he became counselor at a boys' camp and started and developed an interest which was to be permanent. In 1908 he was one of the founders of Camp Pemigewassett, Dentworth, New Hampshire, in which he was active until his death. Probably there are few boys' camps which have been continuously operated under the same management as long as this one.

Dr. Fauver was an outstanding citizen of Rochester, having been actively interested in all good causes. During his entire life there, he was active in the Third Presbyterian Church and was Superintendent of the Church School for many years. For even more years he was chairman of the board of one of the settlement houses.

He always stood for the highest educational standards and fought steadily against all practices that tended to professionalize college athletics. It might be said of him properly that, having set his hand to the plow, he never turned back.

## Judson A. Hyames

Judson A. Hyames, Director of Physical Education and Athletics at Western Michigan College, Kalamazoo, Michigan, died on August 19, 1949, at the age of sixty one years, following an illness of several months. He was able to attend to most of his duties at the College during his illness until he suffered a heart attack late in May of that year.

Mr. Hyames was born February 28, 1888, at Healy, Kansas, the son of Elmer J. and Mary Hyames. Soon the family moved to Michigan where Jud spent most of his boyhood on a farm at Gobles, Michigan, near Kalamazoo. He attended public school at Gobles, except for his last two years in high school which were spent at Berlamont, where his brother, Alson Hyames, was the superintendent of schools.

Mr. Hyames became a fine baseball player before he graduated from high school, and later at Michigan Normal College and at Western Michigan claimed the distinction of playing on undefeated teams in both institutions. He was such an outstanding baseball player that he had many opportunities to play professional baseball, but always refused because he did not wish to play baseball on Sunday.

Mr. Hyames received his life teachers certificate at Western Michigan, and after teaching several years at Berlamont, Michigan, became superintendent of the school.

World War I found Mr. Hyames connected with the Y.M.C.A. at Fort Custer where he coached the service baseball team which won the National Service Baseball Championship from Camp Grant in a game played at Comiskey Park in Chicago.

Following the war, he returned to Western Michigan where he

obtained the A.B. Degree and at the same time coached at the college high school. It was in the spring of 1922 when Bill Spalding, then director at Western Michigan, went to the University of Minnesota, that Mr. Hyames was asked to become head baseball coach of the Western Michigan Broncos. For the next fifteen years while he served as head baseball coach, he developed baseball at Western Michigan to such an extent that the teams were recognized as among the best in the Middle West. Playing with the best teams in the country during those years, he had an all-time record of 168 victories, 59 defeats, and 1 tie for a percentage of .741.

Mr. Hyames made such a reputation as a baseball coach that he was named an assistant coach of the American Olympic Team, which appeared in the Berlin Games in 1936. He also aided in coaching the American Amateur team in 1940, which competed with teams of seven other countries in the games played in Havana. He was the official American delegate at these games.

As is usually the case of men who live for others, Mr. Hyames participated in many activities. He organized the city recreation department of Kalamazoo a quarter of a century ago, started the intramural department of Western Michigan, and aided in promoting many other similar activities of a recreational nature designed for the betterment of young men and young women.

Mr. Hyames was a member of the First Baptist Church of Kalamazoo, and served as a Deacon in this church for many years. He was a member of Sigma Tau Gamma and Phi Delta Kappa fraternities, the American Association of University Professors, and was a member of the Kalamazoo Exchange Club, of which he was a former president.

Mr. Hyames did advanced work after he returned to Western Michigan, and in addition to receiving the M.A. Degree from the University of Michigan, did considerable advanced study at Michigan and Columbia Universities.

Jud, as he was affectionately called by his many friends, had served as Director of the Department of Physical Education and Athletics at Western Michigan College for a period of twelve years prior to his death, and, during that time, had built his department into one of the best departments in the country, for an institution the size of Western Michigan College.

Mr. Hyames was widely known as an after dinner speaker, and won himself the admiration of countless friends for his deep and lasting interest in the youth of the country. He was a wise counselor, and thousands of the youth of the State of Michigan sought his counsel.

His reputation at home is perhaps best shown by the fact that when Western Michigan College built its new baseball field in 1939, with its splendid infield and outfield and its fine concrete and steel roof covered stands, the field was named after the one who had contributed so much - "Hyames Field." This field became the site, in 1947, of the first National Collegiate Athletic Association Baseball Playoff; again a fitting tribute to the man who contributed so much to so many.

Patrick Joseph Kaney

By the death of Patrick Joseph Kaney, the Dartmouth Faculty loses one of its quiet but genuine personalities. He served the College faithfully for thirty-four years.

Mr. Kaney was born in South Boston, Massachusetts, on March 17, 1883, and died unexpectedly at his home on September 23, 1948.

Mr. Kaney received his education in the public schools of Boston, and was graduated from the South Boston High School. He also attended the Harvard summer school in 1906, 1907, and 1908.

It was during these school days that Mr. Kaney first showed his interest in gymnastics, and soon earned the reputation of being adventurous and daring. Later on, he was described by his colleagues as one who excelled in his work, and who, fearless, would try anything, regardless of whether or not it had been attempted before.

In 1917, Mr. Kaney was married to the former Annie E. Clark of Boston who survives him. He also leaves an adopted step-daughter Mrs. Elsie M. Kenny of Hanover, New Hampshire, and a brother Jeremiah Kaney of North Easton, Massachusetts.

Mr. Kaney's first position was that of an instructor at the Boston Young Men's Christian Union from 1906-1909. While here, he made lasting friendships with some of the outstanding vaudeville performers of the day. From them he learned how to do many skills, and acquired their desire for perfection.

He next served at the Lynn, Massachusetts, Y.M.C.A. from 1909-1912; at the Boston, Massachusetts Y.M.C.A. from 1912-1913, and was brought to Dartmouth College on January 2, 1914, as Coach of Gymnastics, by the late Dr. John W. Bowler. For three summers of the early twenties, "Pat" served as an instructor at Manhattan Beach, New York. In 1926, Mr. Kaney was appointed Assistant Professor of Physical Education and Hygiene.

At. Dartmouth, Mr. Kaney was coach of the varsity gymnastic team from 1914-1940, during which time he developed several intercollegiate champions. His 1927 team won the Eastern Intercollegiate team championship, and his 1928 team had the distinction of defeating the Navy team - its first loss in thirteen years. At the present time three outstanding members of his teams are still in Hanover: Dean H. V. Olsen of the Tuck School, Dr. R. C. Storrs of the Mary Hitchcock Clinic, and Professor L. M. Sadler, Chairman of the Department of Physical Education. Still another member of the present Dartmouth Faculty, Dr. Louis C. Mathewson, came under the care of Mr. Kaney, was benefited by it, became interested in the work, and eventually assisted Mr. Kaney with some of his classes.

In addition to the gymnastic team, Mr. Kaney not only taught, but was an excellent performer in, apparatus, conditioning, different types of dancing, individual gymnastics, Indian club swinging, juggling, trampoline, tumbling, and for several years was an informal teacher at the faculty swimming period. Truly this is a remarkable record of

versatility and achievement.

As an example of Mr. Kaney's ability and reputation, it can be pointed out that Lieutenant Avery, Physical Training Director of the V-12 Unit here at Dartmouth, strongly urged each of his Athletic Specialists to get all the experience and instruction which they could from "Pat," because the opportunity for such unusual training could not be obtained elsewhere. As a result of this advice, many of the Specialists not only taught classes under "Pat's" supervision, but they also did much extra work under his personal instruction in order to improve their knowledge in this field of physical education.

In addition to the tremendous amount of class work which Mr. Kaney did, he found time to give individual attention to athletes on various varsity teams, strengthening them where they were weak, or correcting some abnormal physical condition. Then too, it was not unusual to find him either officiating at some basketball game, or leading the calisthenic drill for a football squad. It is quite evident that Mr. Kaney gave of himself, willingly and unselfishly, far beyond the demands of his classes. "I'll match my time against yours" was a frequent challenge of "Pat" to his pupils.

It was as a teacher that Mr. Kaney made his greatest contribution to Dartmouth College. In a sense, it is relatively easy to describe his teaching ability, but extremely difficult to do it adequately. He was a born teacher, forceful, honest, patient, thorough, modest, confident, sympathetic and understanding. His pleasing personality and smiling face, coupled with his sterling character, made it easy for him to win the respect of his pupils, to encourage and to inspire them, and to instill in them some of the homely but worthwhile things of life.

His greatest satisfaction came in taking a boy, with little or no natural inclination for exercise of any sort, or who was physically handicapped in some way, and learing him ever so carefully and patiently along the ladder of achievement, until finally that boy found himself at the top of the ladder, a leader or a champion. The boy's lack of ability or his handicaps had been surmounted, and he stood proud and confident because of what he had accomplished. For example, Mr. Kaney developed one boy with a congenital short leg into an expert rope climber. He developed five boys into experts on the flying rings - three of these boys had had infantile paralysis, one had only one leg, and one wore braces.

The revealing paragraph which follows, is taken from a letter written to Dr. L. C. Mathewson, by a former pupil of Mr. Kaney: "Pat's devotion to his work, and the several activities from which he gained personal satisfaction, are second only to his accomplishment with himself. His start in life would normally have added up to something far less than the truly worthwhile contribution he made to the lives of many Dartmouth men." What greater satisfaction can come to any teacher than this, to prepare his pupils for a better, fuller, and more complete life?

Many letters from his former pupils and friends testify amply to

this characteristic, and nearly all of them stated further that they feared "Pat" would never receive the public recognition which his long service and good deeds so richly deserved - a sad and tragic observation which is all too true.

Some years ago, one of "Pat's" colleagues in the Department of Physical Education remarked to him that his numerous skills were so good that he should be in a circus or in vaudeville. Mr. Kaney's reply was, "What! and not be able to teach these boys?" That remark, more than anything else, accounts for his devotion to, and his interest in, his work. He was a real teacher. It also explains why he was such a student of his field, and spent so many hours in struggling through texts in foreign languages - he wanted to know all there was to know about his subject. Incidentally, Mr. Kaney's boundless energy, together with his uncompromising attitude towards his ideals and his principles, found him at his job day after day, year after year, on time, and with never an interruption except for accidents or illness.

Mr. Kaney will be remembered by all who knew him as a simple, sincere, conscientious and unpretentious man. He was a good neighbor, a good citizen, loyal to his family and the College, honest, friendly, cheerful, and with a high degree of sportsmanship. With regard to physical condition, "Pat" practiced what he preached, and kept himself in excellent condition. Even on days when there were no classes, or during vacations, you could find him working out daily in the gymnasium. He felt that it was easier to keep in condition than to have to get into condition. His continued presence in the gymnasium lead to the oft-repeated expression, "He's as dependable as the sun." "Pat" liked people and was interested in them. His cheery "hey! What do you know?" or "Happy New Year" were harbingers of a pleasant conversation. His ability to make friends was well known but his deeds of charity were not. Very few people were aware of the fact that he contributed regularly a fixed amount of money to worthy causes.

His liking for people, and his capacity for making friends, found tangible expression in his work with the Elks. He joined the organization at Claremont in February, 1922. Six years later he helped to organize the Hartford, Vermont, lodge and was elected to be its Exalted Ruler for 1929-1930 and 1930-31.

In due time, Mr. Kaney served as President of the State Elks Association, and was appointed as a District Deputy of Vermont. By virtue of these positions, he became deeply interested in the work of the Goshen Camp for Crippled Children. In addition, Mr. Kaney spent considerable time in going about Vermont and installing officers in various lodges. In 1944 he was made an honorary life member of the Hartford Lodge of Elks.

As a result of his service in World War I, serving as a Lieutenant in the Army at Fort Grant, Rockford, Illinois, Mr. Kaney was a member of the George Rider Post, American Legion, Hanover, and during 1945-1946 he served on the State Legion Executive Committee. During World War II, he assisted with the physical training program for

V-12 students at Dartmouth, and was instrumental in obtaining people to provide entertainment for the patients at the Veterans Hospital in White River Junction, Vermont.

Mr. H. A. Scott moved that the Report of the Committee on Necrology be approved and that copies of the resolutions be sent to the appropriate persons. The motion was seconded and passed. The membership stood with heads bowed for a minute of silent tribute to the deceased members.

In the absence of the Chairman, Mr. Leonard A. Larson, the Report of the Committee on Problems in College Physical Education was read by Mr. Lloyd M. Jones. (This Report appears elsewhere in the Proceedings.)

Mr. Lloyd M. Jones moved that the Report of the Committee on Problems in College Physical Education be approved. The motion was seconded by Mr. J. H. Nichols and passed.

The Report of the Committee on Resolutions was read by the Chairman, Mr. Arthur A. Esslinger.

## Report of the Committee on Resolutions

BE IT RESOLVED, that the College Physical Education Association go on record as:

1. Expressing appreciation to The Athletic Institute for making possible the national conference on graduate study which will be held at Pere Marquette State Park January 18 to 28 for the purpose of raising the standards of graduate study in health, physical education, and recreation. This is the latest of a series of outstanding contributions to the physical education profession by The Athletic Institute.
2. Endorsing the report of the Jackson's Mill Conference on Undergraduate Professional Preparation and implementing the recommendations and standards in every possible way.
3. Pledging wholehearted support to the National Conference on Graduate Study and cooperation with these efforts to upgrade graduate study in health education, physical education, and recreation.
4. Reaffirming its unalterable opposition to the practice of substituting band or ROTC for the physical education service program.

Respectfully submitted,

Arthur A. Esslinger, Chairman
Delbert Oberteuffer
Carl Troester

Mr. B. E. Phillips moved that the resolution be approved and that copies be sent to the appropriate persons. The motion was seconded by Mr. L. L. Messersmith and passed.

The following letter from Mr. D. K. Brace, Chairman of the Committee on Terminology, was read by the President.

Relative to the report of the Committee on Terminology, I wrote on October 3, that I had not yet received a copy of the *Dictionary of Sports*. I can now report that a copy has been received and examined, and, as chairman of the Committee on Terminology, I am making the following report for use at the December meeting of the Association. I hope to be present at the meeting but if I am not there, I hope that this may constitute a report of the Committee.

The Committee on Terminology of the College Physical Education Association was established in 1928 under the present Chairman. The work of the Committee has consisted of the preparation of a glossary of terms related to measurement in physical education, published by the Chairman, and the collection of terms, synonyms, and definitions in some 42 activities and phases of physical education for college men. The Committee published in 1937 *A Glossary of Physical Education Terms, Part I*, which included over 1800 terms related to 18 activities. In selecting and defining these terms, more than 105 books were used as sources by the Committee. The 18 activities covered in the published glossary included: administration of physical education and athletics, apparatus exercises, archery, badminton, baseball, basketball, boxing, football, handball, soccor football, speedball, squash racquets, swimming, diving and water stunts, tennis, track and field athletics, tumbling, volleyball, and water polo.

It was intended that a Part II of the *Glossary of Terms* would also be published. However, it was found that A. S. Barnes & Company was preparing to publish a *Dictionary of Sports*, and therefore, the Committee recommended that its further work be postponed until the *Dictionary of Sports* could be examined to know whether or not it would serve the purposes which the Committee had in mind. Your Chairman can now report that he has examined the *Dictionary of Sports* and believes that it will suffice in meeting most of the purposes of the proposed Part II of *Glossary of Terms*. Although, this dictionary does not give synonyms and does not indicate a frequency of use of varying definitions of terms, and perhaps does not include, at least in the collection of terms for separate sports in the appendix, special lists for such activities as badminton and speedball; nevertheless, it is an extensive dictionary and has some excellent features. Your Chairman believes that it is, therefore, not necessary for the Committee to continue the preparation of Part II of *Glossary of Physical Education Terms*.

It will be remembered that one of the purposes for which this Committee was established was to prepare acceptable definitions,

in the hope that it would aid in standardizing terms and prevent confusion arising from different conceptions of the same terms.

Your Committee believes that its publication of the *Glossary of Physical Education Terms* stimulated efforts toward the preparation of a *Dictionary of Sports* and recognized that this Glossary is mentioned as one of the sources used in preparation of the Dictionary.

Although it is quite probable that the College Physical Education Association will need to continually be on the alert to safeguard the standardization of terminology, your Committee chairman respectfully requests that the Committee be regarded as having fulfilled its assignment and be dismissed.

Mr. Harry A. Scott moved that the recommendation made by the Chairman of the Committee on Terminology be accepted, and that the Committee be discontinued with thanks for its long and faithful service. The motion was seconded by Mr. W. P. Cushman and passed.

Mr. C. L. Nordly read the Report of the Representative to the National Conference on Graduate work in Physical Education. (The Report appears elsewhere in the Proceedings.)

Mr. K. C. Oermann moved that the Report of the Representative to the National Conference be accepted. The motion was seconded and passed.

The Report of the Committee on Constitution Revision was read by the Chairman, Mr. G. W. Howard. (The revised constitution appears elsewhere in the Proceedings.)

Mr. R. E. Jamerson moved that the Constitution be accepted, approved, and adopted. The motion was seconded by Mr. John Harmon, and passed without dissent. (There were eighty-five members present at the time.)

Mr. G. W. Howard moved that the Committee on Constitution Revision be discharged with thanks. The motion was seconded by Mr. G. L. Rider and passed.

Mr. C. L. Nordly, as Chairman of a standing committee, moved that the Executive Council give some consideration to the membership of committees, with the suggestion that rotation of members be practiced. The motion was seconded and passed.

Mr. J. H. Nichols moved that the Secretary be requested to send a message to Mr. C. W. Savage and express the Association's greetings and best wishes for a speedy recovery. The motion was seconded by Mr. John Harmon and passed.

The Report of the Nominating Committee was presented by the Chairman, Mr. George Little:

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| President | - Glenn W. Howard, Queens College |
| Vice-President | - Thomas E. McDonough, Emory University |
| Secretary-Treasurer | - L. Carroll Adams, Columbia University |

Mr. F. J. Holter, Jr., moved that the Report of the Nominating Committee be accepted, that nominations be closed, and that the Secretary cast one ballot for the slate. The move was seconded by Mr. E. B. Smith and passed.

The meeting was adjurned on motion at 6:00 p.m.

Respectfully submitted,

L. Carroll Adams, Secretary

## MINUTES OF THE MEETING OF THE EXECUTIVE COUNCIL

April 21, 1949

The Executive Council met in Boston on April 21, 1949. Messrs. Adams, Jones, Keller, and Nordy were present. The following items were considered:

1. The date and location of the Fifty-second Annual Meeting of the Association were discussed. It was the consensus of the Council that the meeting be held in Columbus, Ohio, December 28-29, 1949, at the Hotel Deshler-Wallick.
2. The Council considered how the Association might handle requests from individuals, mostly students working on their Masters or Doctoral degrees, who wish to have their projects or studies sponsored by the Association. The opinion of the Council was that any requests of this type be directed to the Chairman of the Problems Committee, and after a review of the problem, this Committee would make a recommendation to the Executive Council. The Council further stipulated that studies submitted by students must first have the approval of the departmental head of their respective schools. For these student-projects the word "approve" rather than "sponsor" was decided upon.
3. Honorary Membership was discussed, and it was decided that the matter be given thought by the Committee on Constitution Revision, and that the revised constitution include a specific statement on this type of membership.
4. Committee rotation was considered. It was the consensus of the Council to refer the whole problem of constrictive operating codes for committee rotation to the Constitution Committee for recommendations.
5. Rotation of membership of the College Committee on Physical Education and Athletics was given special consideration. The Council unanimously approved of appointments on a one-, two-, and three-year plan beginning in 1950, and in the future each appointee would serve three years, thus establishing continuity of work.
6. It was agreed that the College Physical Education Association be one of the sponsoring organizations of The National Conference on Graduate Study in Health, Physical Education, and Recreation.

Respectively submitted,

L. Carroll Adams, Secretary

## MINUTES OF THE MEETING OF THE EXECUTIVE COUNCIL
December 27, 1949

The meeting was called to order by President Louis F. Keller, in the Deshler-Wallick Hotel, Columbus, Ohio.

The problem of rotating membership of standing committees was discussed, and the Council decided to discuss the issue before the members at the Annual Business Meeting.

It was the concensus of the Council that students making studies with the approval of the Association be required to file abstracts of such studies, to be published in the Proceedings.

The Council approved a revision of an index of articles and papers published in the Proceedings. Mr. Henry Dunbar was given permission to continue the work originally done by Mr. Glenn W. Howard.

Mr. Nordly moved that the Association accept the two-dollar dues fees which were paid prior to the increase in dues voted by the Association in December, 1948. The motion was seconded and passed.

The meeting was adjurned on motion.

Respectfully submitted,

L. Carroll Adams, Secretary

# MINUTES OF THE MEETING OF THE EXECUTIVE COUNCIL
December 29, 1949

The meeting was called to order by the President Mr. Glenn W. Howard at 3:00 p.m. in the Deschler-Wallick Hotel, Columbus, Ohio.

Mr. A. E. Lumley spoke to the Council on behalf of the intramural sports section, and suggested that more time be devoted to this phase of the program. Several possible solutions to this problem were discussed by the Council. A suggestion that the Annual meeting of the Association be extended over a three-day period was thought unwise, despite suggestions reported to have been made by several members.

Mr. Lloyd M. Jones moved that consideration be given by the President when the program for the Fifty-fourth Annual Meeting is being made, to the problem of extending the time allotment for intramural sports. The motion was seconded and passed.

The President summarized a request made by Mr. Delbert Oberteuffer of the College Committee on Physical Education and Athletics to the effect that this Committee would collect $100 each from the N.C.A.A. and the A.A.H.P.E.R. to pay for 4,000 pre-prints of a brochure, *College Physical Education for Peace and Defense*, which will be published in the Proceedings.

Mr. L. M. Jones moved that the Council empower Mr. D. Oberteuffer to make the necessary arrangements with the N.C.A.A. and A.A.H.P.E.R. to bring the plan to fruition. The motion was seconded and passed.

In the absence of Mr. Leonard Larson, Chairman of the Committee on Problems, Mr. L. M. Jones requested that $50.00 be made available to purchase reprints from the Research Quarterly to be distributed to college administrators. The Council voted against the request on the grounds that the identical material contained in the reprints had been published in the Proceedings.

The Council approved a proposal for the expenditure of $50.00 during the year, for clerical work and assistance for the Secretary.

The date and location of the next annual meeting were considered. It was agreed, without formal vote, to meet on December 28 and 29, 1950, in the eastern part of the United States, at a place to be selected by the President.

Mr. T. E. McDonough moved that the Committee on Membership be dismissed with thanks, and that a new committee be appointed for the purpose of screening possible honorary members, but not for the purpose of making a membership drive. The motion was seconded and passed.

The meeting was adjurned on motion.

Respectfully submitted,

L. Carroll Adams, Secretary

# THE WORK OF THE ATHLETIC INSTITUTE

William L. Hughes
*Temple University*

For years, professional organizations promoting athletics, recreation, and physical and health education have sought funds to help finance much needed professional projects and research. The efforts of important committees were often fruitless or ineffective, because their work had to be done through correspondence or at brief meetings during national conventions. Officers and former officers in these organizations know full well what it is to be bombarded for funds by members of working committees.

Happily, for workers in these related areas, there was established sixteen years ago a non-profit organization known as The Athletic Institute, whose main objective is to increase and maintain participation in athletics and recreation throughout America. To accomplish its objective, The Institute finances carefully prepared projects which are recommended and supervised by an Advisory Committee of selected professional persons known for their training and experience in athletics, physical education, and recreation.

Originally, the sponsorship of The Institute was made up largely of manufacturers of athletic equipment who realized that their opportunities and responsibilities go far beyond their basic commercial function of making and selling goods. In recent years, sponsorship of Institute activities has been greatly extended to include individuals and groups outside the athletic equipment field who recognize the beneficial effects of athletics and recreation upon the individual and the community.

The activities of The Institute began in 1934, with the revitalizing of interest in baseball as an amateur sport. It extended its influence into softball, and helped organize the Amateur Softball Association, now the official governing body of the game. Tennis was also promoted through the publication of a regular bulletin, the sponsoring of teaching clinics, and by means of direct mail.

During the war, The Institute helped to promote the National Physical Fitness Program, by issuing continuous publicity releases and by distributing tens of thousands of pamphlets, posters, and other printed materials. Since the war, The Institute has embarked upon a new and greatly expanded program, under the leadership of its President, Colonel Theodore P. Bank. It attempts now to exert an impact directly upon communities and individuals as well as on existing professional groups.

As would be expected, The Institute receives many requests for financial assistance. Each of these is carefully screened and evaluated by The Advisory Committee before it makes its recommendations.

This means that every project attempted has the benefit of professional guidance at no additional cost to The Institute, since members of The Advisory Committee donate their time and service.

One of the first major post war projects of The Institute was the *Plan Book on Community Sports and Recreation Facilities*, a promotional brochure, which was sent to mayors and civic officials in all American cities and towns with populations of 1,500 or more to motivate them into action. Another important contribution was the production and distribution of three 16 mm motion pictures in full color and sound, *Playtown, U.S.A., Leaders for Leisure,* and *$1,000 for Recreation.* All three of these outstanding films are designed to stimulate communities to act in favor of year-round recreation. There are presently a total of 411 prints of these subjects in constant use. Well over five million persons have seen them, and many have been influenced to favorable action.

More recently, The Athletic Institute financed the National Conference that produced *The Guide for Planning Facilities for Athletics, Recreation, Physical and Health Education* and the book on *College Facilities.* These publications might be called the Facilities "Bibles" for the profession. In fact, The Athletic Institute received a citation from The American Academy of Physical Education for financing and publishing this Report. Notable, too, are the *Sports Instruction Slidefilms*, which probably are as complete as any teaching aids ever produced. Each subject has been prepared under the direction of noted coaches and instructors, packed in "kit" form, including 35 mm slidefilms, and accompanied by transcribed instructions, as instructor's guide, and instruction booklets for students. The first part of this comprehensive program has been named *The Beginning Sports Series* and will include as many as twenty-five different activities. When completed this will be followed by an *Advanced Sports Series.* With all production expenses absorbed by The Institute, these kits are distributed on a cost-of-kit basis. Booklets accompanying the slidefilms are prepared in sets with word-for-word and picture-for-picture reproductions of the slidefilm units. Thousands of these booklets also are being distributed independently of the films. It should be pointed out that in no case does The Athletic Institute attempt to duplicate materials published by others.

To those of us faced with the problems of professional training, one of the most noteworthy projects of The Institute has been its assistance in helping to up-grade professional preparation, by financing two national conferences and the reports of the conferences for the purpose of establishing principles and standards. The first was the National Conference on Undergraduate Professional Preparation in Physical Education, Health Education, and Recreation held at Jackson's Mill, Weston, West Virginia, in May, 1948. The second was the National Conference on Graduate Study in Health Education, Physical Education, and Recreation held at Pere Marquette Park Lodge, Alton, Illinois, in January, 1950.

In spite of the promotional program carried on by The Institute to date, there is still much to be done. Definite plans for the future have been developed and, within the limitations of personnel and budget, will be carried out. Most immediate projects are: (1) the completion of the sports instruction slidefilm and booklet program, (2) a cooperative program with the National Sporting Goods Association and (3) the development of a library of instructor's guides to fundamental sports teaching. Other projects, regarding as important by The Advisory Committee, which may be launched as funds are available are: A Conference on Physical Education and Sports for Elementary Schools (scheduled for 1951), A Project to Advance Rural Recreation, A Project Relating to Sports Participation Among Women, and the Over-all Promotion of General Recreation Through Motion Pictures. Many other worthy projects are currently under consideration by the Committee.

Professional workers and organizations in the field of athletics, recreation, physical education, and health education should familiarize themselves thoroughly with the work of The Athletic Institute, and, in the way of extending compensation, should commend and encourage its officers and sponsors in their efforts to assist in promoting these programs among our citizens and especially among the youth of America.

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The Address of the Athletic Institute is 209 South State Street, Chicago 4, Illinois.

## AN INVITATION TO PROSPECTIVE MEMBERS

Since the founding of the Association in 1897, its membership has been representative of college men's physical education in the United States. Today its members come from all sections of the United States and Canada. As President, I wish to extend a cordial invitation to men who are engaged in teaching or administering any phase of college health, physical education, or recreation and who wish to help in carrying out the objectives of the Association to join with us in our work.

Any man who is directly engaged in teaching or administering any phase of college health, physical education, or recreation is eligible for membership in the Association. Application for membership blanks may be obtained from the Secretary, whose name and address appear on the front cover of the Proceedings.

The Association conducts meetings annually and publishes the Proceedings of these meetings. From time to time other published materials, the results of work done by Committees of the Association, are made available to members and others at a nominal cost. During the year, information of importance to persons working in college programs of health education, physical education, and recreation is distributed to members as it is obtained.

An article explaining the activities of the College Physical Education Association appeared in the Journal of Health and Physical Education, September, 1946. Reprints may be obtained without charge from the Secretary. The constitution and by-laws are published in each issue of the Proceedings.

Present members of the Association are invited to welcome their colleagues to membership in the Association. The membership blanks, signed by one member of the Association, should be returned to the Secretary.

Sincerely yours,

Glenn W. Howard, President

February 10, 1950

# COLLEGE PHYSICAL EDUCATION ASSOCIATION

## CONSTITUTION[1]

### Article I Name

Section 1. This organization shall be known as the College Physical Education Association.

### Article II Object

Section 1. The object of the Association shall be the advancement of college health, physical education and recreation in institutions of higher learning.

### Article III Membership

Section 1. The Association shall consist of members as hereinafter provided.

### Article IV Government

Section 1. The government of the Association shall be vested in its Officers and the Executive Council. The Officers shall be the President, Vice-President, and Secretary-Treasurer. These Officers, together with the two immediately preceding Presidents, shall constitute the Executive Council.

### Article V Amendments

Section 1. After thirty days' notice in writing by the Secretary-Treasurer to the active members, any proposed addition, alteration, or amendment to the Constitution may be adopted by a two-thirds vote of those present at a regular business meeting of the Association, providing Article V, Section 1, of the By-laws not be violated.

## BY-LAWS

### Article I Membership and Fees

Section 1. There shall be three classes of members: Active, Associate, and Honorary.

a) Active members are those who are directly engaged in teaching or administering some phase of college health, physical education or recreation. Voting privileges shall be accorded to this class of membership only.

1. The Constitution was revised by the Committee on Constitution Pension (Messrs. G. W. Howard, Chairman, L. C. Adams, and H. A. Scott), approved and adopted at the annual business meeting of the Association in Columbus, Ohio, December 28, 1949.

b) Associate membership may be extended to men not directly engaged in teaching or administering college health, physical education or recreation, but who are elected by a two-thirds favorable vote of the members at a regular business meeting. Associate members are nonvoting members.

c) Honorary life membership may be conferred upon Active members or former Active members of the Association by a two-thirds favorable vote at a regular business meeting. Honorary life membership shall be proposed only the Membership Committee who shall have prepared for presentation at the annual business meeting suitable resolutions containing essential information on each person whose name is to be presented. Honorary members are non-voting members.

Section 2. Candidates for Active membership may affiliate with the organization upon written application to the Secretary, containing a signed statement by a member of the Association verifying the candidate's eligibility, and upon payment of the membership fee and dues for the current year.

Section 3. There shall be a membership fee of five ($5.00) dollars.

Section 4. The annual dues shall be three ($3.00) dollars, due and payable on the date of the annual meeting.

Section 5. The membership year of the Association shall begin January 1 and shall end December 31. Persons joining the Association prior to September 1 shall be counted as members for the full current membership year and dues paid shall be so applied. Persons joining on or after September 1 shall be counted as members until December 31 of the year following and dues paid shall be so applied. Persons who become members prior to September 1 shall receive a copy of the Proceedings of the last annual meeting.

Section 6. Members who are delinquent in their annual dues for a period of one year shall be dropped from membership. Members who have been dropped for non-payment of dues may be reinstated upon application to the Secretary-Treasurer and the payment of the current annual dues.

Section 7. Former members who have been reinstated shall have their dues payments applied in the manner prescribed in Article I, Section 5, of the By-Laws.

Section 8. Associate members shall be required to pay the same membership fee and annual dues as the Active members.

Section 9. Honorary members shall not be required to pay the annual dues.

Section 10. Except for the privilege of voting and of holding an elected office, both of which are expressly denied them, Associate and Honorary members shall receive the Proceedings and other materials distributed to the entire membership, and may enjoy such other privileges as shall be found in the Association.

## Article II Government

Section 1. It shall be the duty of the Executive Council to manage the affairs of the Association. This shall consist of: (1) fulfilling the directions given to it by the membership in regular meeting or by mail vote; (2) acting for the Association between regular meetings; and (3) maintaining an active program during the entire year.

Section 2. Officers of the Association shall be elected from the Active membership at the time of the annual business meeting after being proposed by a Nominating Committee consisting of three Active members appointed by the President. The Nominating Committee shall be appointed by October 1 preceding the annual business meeting at which it is to report. Additional nominations may be made from the floor at the annual business meeting. A two-thirds favorable vote shall be necessary for the election of the officers providing Article V, Section 1, of the By-Laws not be violated.

Section 3. The term of office of the President shall be for one year. The President shall not immediately succeed himself in office.

## Article III Duties of Officers

Section 1. The President shall preside at all meetings of the Association and Executive Council, and appoint all committees. He shall call meetings of the Association and Executive Council as provided in Article IV, Section 2 and 3, of the By-Laws. The President shall have the responsibility for preparing the program for the annual meeting and for making appropriate arrangements for the place and conduct of the meeting.

Section 2. The Vice-President shall, during the absence of the President, perform all duties of the President.

Section 3. The Secretary-Tresurer shall perform all duties usually incumbent upon these officers, edit and cause to be published the Proceedings of the annual meeting, collect dues, have charge of all monies of the Association, render an account at the annual meeting, and pay bills on the approval of the President.

## Article IV Meetings

Section 1. The annual meeting of the Association shall be held at a time and place designated by the Executive Council.

Section 2. There shall be a meeting of the Executive Council whenever the President shall deem it necessary, or upon the written request of two members of the Executive Council.

Section 3. Special meetings of the Association shall be called by the President when requested in writing by three members of the Executive Council (including himself), or by the written request of two per cent of the current Active members of the Association stating the specific purpose of the meeting.

Section 4. All matters of business transacted by the Executive Council shall be presented for ratification at the annual business meeting of the Association.

Section 5. Upon the request of one Active member all voting shall be by secret ballot.

Section 6. If, in the judgement of the Executive Council, such action is required, a two-thirds favorable vote by mail shall be necessary for the transaction of business during the year, providing Article V, Section 1, of the By-Laws not be violated.

Section 7. If it becomes necessary to call for a mail vote, the pool shall be taken twenty (20) days from the date upon which the question was mailed to the active members by the Secretary-Treasurer.

## Article V Quorum

Section 1. In order to constitute a quorum there must be thirty-five (35) members present at any duly called business meeting of the Association.

## Article VI Committee

Section 1. Committees shall be designated as Standing Committees and President's Committees.

Section 2. Standing Committees shall be authorized by official action of the membership at a regular business meeting, or by mail ballot, and shall be appointed by the President. Standing Committees shall be those whose assignments extend beyond the term of office for which the President is elected. Standing Committees shall continue until discharged by official action of the membership at a regular business meeting, or by mail ballot.

Section 3. President's Committees shall be appointed by the President and shall expire with his term of office.

Section 4. Each Standing Committee shall prepare an operating code to be presented to the Executive Council for Approval.

Section 5. All committees shall report at the next annual business meeting of the Association.

## Article VII Amendments to By-Laws

Section 1. Amendments or changes may be made in the By-Laws at any time by a two-thirds favorable vote by the members present at a regular business meeting of the Association, provided Article V, Section 1. of the By-Laws not be violated. If the vote is taken by mail it shall be governed by Article IV, Section 6, of the By-Laws.

## ROLL OF MEMBERS - 1950

Corrected to March 1, 1950

Numbers in parenthesis indicates the year of election to membership.
(*) Attended Annual Meeting.

*Adams, L. Carroll, Ed.D., Columbia College, Columbia University (1937)
Adams, Thurston, Ed.D., University of Miami (1939)
Adee, Donald D., B.S., College of St. Thomas (1948)
Afflect, George B., Springfield College, Retired, (1948) Honorary Member
Aikey, Clarence I., M.S., Sampson College (1948)
Alderson, Curtis J., Ed.D., University of Texas (1950)
Alexander, Louis A., M.A., University of Rochester (1931)
Aloia, Alex D., M.S., University of Southern California (1949)
Allen, Ernest M., Jr., M.A., University of North Carolina (1947)
Altenburg, William L., M.A., Adelphi College (1948)
Altman, George J., Ed.M., Kent State University (1935)
*Anderson, Carl R., M.A., Center College (1948)
Anderson, Ernest W., M.Ed., Augsburg College (1948)
Anderson, Jackson M., Ph.D., Purdue University (1948)
Andreas, Lewis P., B.S., Syracuse University (1932)
Appleton, Lloyd O., M.A., United States Military Academy (1947)
*Armstrong, Thomas M., M.S., Tusculum College (1949)
*Ashbrook, Willard P., Ph.D., The Ohio State University (1929)
*Ballenger, Frank, M.A., Kent State University (1949)
Balquist, John W., M.A., Columbia College (1947)
*Bank, Theodore P., M.A., The Athletic Institute (1949), Associate Member
Barr, Alfred R., M.A., Methodist University (1948)
Barrow, Harold M., M.A., Wake Forest College (1949)
Bartelma, David C., Ed.D., University of Minnesota (1948)
Bartholomew, Richard, M.Ed., Shippensburg State Teachers College (1947)
Bartlett, Fay C., Lehigh University (1940)
*Baughman, Willis J., Ph.D., University of Alabama (1948)
*Becker, George J., B.S., Georgetown University (1950)
Beckett, Herbert P., B.A., Mohawk College (1947)
Beeman, Hanis F., M.A., Michigan State College (1948)
Belshaw, R. E., M.A., University of Washington (1933)
*Bemis, Leo C., M.Ed., University of Pittsburgh (1950)
*Bennett, Bruce L., Ph.D., The Ohio State University (1948)
Berrafato, Peter R., B.S., University of Illinois (1948)
Berridge, Harold L., Ed.D., University of Pennsylvania (1947)
Berry, Elmer D., M.Pe., Springfield College, Retired (1919) Honorary Member

Beyer, Erwin F., M.S., University of Chicago (1949)
*Bibler, Ralph E., M.A., Oberlin College (1949)
Bilheimer, C. E., M.E., Gettysburg College (1929)
Bishop, W. Austin, Ph.D., Franklin & Marshall College (1947)
Blackstock, C. R., B.S., Pickering College, Canada (1948)
Block, Edward, M.A., Washington University (1948)
*Blum, Sylvester J., M.Ed., Bucknell University (1947)
Bohler, J. Fred., B.S., State College of Washington (1928)
*Bookwalter, Karl W., Ed.D., Indiana University (1937)
Boycheff, Kooman, M.A., University of Chicago (1949)
Brace, David K., Ph.D., University of Texas (1924)
Brainard, Albert F., Ed.D., St. Cloud State Teachers College (1947)
Brewer, Chester, B.S., University of Missouri (1911), Honorary Member
Brinley, Eldon D., Ed.D., Texas College of Arts & Industry (1943)
*Brissman, Leroy C., M.Ed., Augustana College (1950)
Breen, John W., Carroll College (1947)
Bressler, Joseph, Ph.D., Brooklyn College (1948)
Brown, Arthur M., B.A., Middlebury College (1922)
Brown, Howard S., M.A., Southern Methodist University (1948)
Brown, Hubert E., Ph.D., University of Hawaii (1947)
Browne, Robert L., M.A., Southwestern Louisiana Institute (1946)
Brownell, Clifford L., Ph.D., Teachers College, Columbia University (1929)
Bruce, Robert M., M.Ed., U.S. Military Academy (1949)
*Bullock, James E., M.A., Williams College (1935)
Burns, Gerald P., M.A., American Camping Association Inc. (1947) Associate Member
Burr, John H., M.Ed., Howard University (1935)
Burrus, Harry C., Jr., M.A., Washington University, St. Louis (1948)
*Butler, Lysle K., Ph.D., Oberlin College (1930)
Butova, Henray A., American International College (1948)
*Campbell, Donald C., B.A., University of Pittsburgh (1950)
Campbell, Walter, M.Ed., University of Rochester (1927)
Carpenter, Percy R., B.A., Worchester Polytechnic Institute (1912)
Cassell, Stafford, M.S., American University (1947)
*Christenson, Adrian, M.A., St. Olaf College (1948)
Christenson, Irvin A., M.Ed., Concordia College (1947)
*Cieurzo, Paul F., Jr., M.A., Rhode Island State College (1939)
Clapp, Raymond G., M.D., University of Nebraska (1906), Honorary Member
*Clark, Robert, M.A., Oberlin College (1950)
*Clarke, H. Harrison, Ed.D., Springfield College (1931)
Coder, Alden C., M.Ed., Montclair State Teachers College (1947)
Cole, Richard J., M.A., Manhattan College (1948)
*Conroy, John J., M.A., Princeton University (1949)
*Cooper, George F., Jr., Emory University (1950)
Corbin, Hayman D., Ph.D., Lock Haven State Teachers College (1948)

Cornwell, Oliver, M.A., University of North Carolina (1931)
*Cowell, Charles C., Ph.D., Purdue University (1947)
Cox, James T., B.S., U.S. Merchant Marine Academy (1948)
Cox, Melvin Bud, M.A., V-5 Association (1948), Associate Member
Crawford, Wayne H., B.S., University of Florida (1947)
Cromie, William J., University of Pennsylvania, Retired (1930) Honorary Member
Cukierski, Alphonse J., M.A., University of Buffalo (1950)
Cureton, Thomas K., Ph.D., University of Illinois (1929)
Curtis, James E., Ed.D., Stanford University (1948)
*Cushman, Wesley P., Ed.D., The Ohio State University (1938)
Danford, Howard G., Ed.D., Florida State University (1947)
*Daniels, Arthur S., Ed.D., The Ohio State University (1941)
*Davis, Andrew P., Ed.D., Mississippi Southern College (1948)
Davis, Elwood C., Ph.D., University of Southern California (1931)
Davis, Clarence W., Ph.D., Miner Teachers College (1931)
De Angelo, Benedict, M.A., North Georgia College (1948)
DeGreeff, Raymond L., M.A., Quincy College (1949)
*DeGroot, Edward B., Jr., M.A., U.S. Naval Academy (1950)
Delahanty, Robert, B.P.E., Dartmouth College, Retired (1927)
*Delamater James B., M.A., New Mexico School of Mines (1947)
Dellmuth, Carl K., B.A., Swarthmore College (1945)
Denney, Arthur C., M.A., Lawrence College (1935)
*Derr, Paul H., M.A., University of Chicago (1946)
*Dewar, William A. D., M.A., University of Western Ontario, Canada (1947)
DiFilippo, Victor J., M.A.. Seton Hall College (1939)
Dinkmeyer, Don, M.A., Concordia College (1948)
Docherty, William, Jr., B.S., Haverford College (1947)
*Dood, Gilbert B., M.A., Cedarville College (1946)
Dodds, Archie, M.Ed., Slippery Rock State Teachers College (1947)
*Doubenmier, J. S., M.A., Colorado State College of Education (1949)
*Dowell, William M., M.A., Texas A & M College (1948)
*Drew, Lawrence J., Ph.D., Providence College (1950)
*Dunbar, Henry F., M.A., Columbia College, Columbia University (1949)
Durenberger, George G., B.A., St. John's University (1947)
*Dutcher, James L., Doane College (1948)
*Dyck, Paul B., M.A., Virginia Polytechnic Institute (1946)
Eastwood, Floyd R., Ph.D., Los Angeles University (1930)
Economos, John J., M.Ed., Brooklyn College (1948)
*Eick, William F., Ed.D., Indiana University (1946)
Elliott, Edward S., M.D., Columbia University, Retired (1931) Honorary Member
Emery, Donald B., M.S., Nebraska State Teachers College (1948)
*Erdmann, Charles P., M.A., De Pauw University (1949)
*Esslinger, Arthur A., Ph.D., Springfield College (1947)
*Evans, Harold M., B.P.E., Darthmouth College (1941)
Fairs, John R., M.A., University of Western Ontario, Canada (1948)

*Fall, Charles R., Ed.D., University of Buffalo (1948)
Fallon, Thomas W., M.A., Brooklyn College (1948)
Farrington, Max, M.A., George Washington University (1934)
Fenstemscher, W. R., M.A., George Williams College (1949)
Febel, Friedrich, M.P.E., University of Buffalo (1948)
Fetzer, Robert A., M.A., University of North Carolina (1924)
Finch, Ronald W., M.A., Central Michigan College (1947)
Florio, Aurelio E., M.A., University of Illinois (1948)
Flowers, Hubert A., M.A., Alabama State Teachers College (1948)
Fordham, Sheldon L., B.S., University of Illinois, Navy Pier (1948)
Fradd, Norman W., B.P.E., Harvard University (1927)
Frakes, Randall V., M.A., Indiana State Board of Health, Associate Member (1949)
*Fraley, Lester M., Ph.D., University of Maryland (1950)
*Fraser, Glenn, M.A., Ohio Wesleyan University (1950)
Fredericks, John Wynn, Ed.D., University of Southern California (1934)
Frey, Calvin C., B.S., Tennessee Polytechnic Institute (1949)
Frey, Harold J., B.S., University of Illinois Navy Pier (1949)
*Fritz, Harry G., M.A., Central Missouri State Teachers College (1950)
Fuoss, Donald E., M.A. Bethany College (1948)
Furey, George F., B.A., Columbia College, Columbia University (1947)
Furey, Ralph, M.A., Columbia College, Columbia University (1946)
Furman, David C., M.A., University of Puerto Rico (1948)
*Galligan, Glen E., Ed.D., Washington State College (1947)
Gardiner, William C., B.A., Spring Hill College (1949)
Gardner, Robert N., M.Ed., Lincoln University (1948)
Garner, Charles W., M.A., Western Illinois State College (1949)
*Gary, Mitchell J., M.A., Western Michigan College (1946)
*Gauthier, George E., B.S., Ohio Wesleyan University (1924)
Gedvilas, Leo L., B.S., University of Illinois, Navy Pier (1948)
*Geiger, Ivan J., B.S., Massachusetts Institute of Technology (1947)
Gelas, Jean M., Hamilton College (1926) Honorary
Giaque, Charles D., B.A., Bureau of Personnel, U.S. Navy (1927) Associate Member
Gibbs, Thornton T., B.S., Hobart College (1949)
Gibson, Thomas R., M.A., New York State College for Teachers (1946)
*Gingerich, Roman L., M.A., Goshen College (1950)
Goodell, Harold B., B.S., South Dakota School of Mines and Technology (1949)
Greene, Francis M., B.S., United States Military Academy (1946)
Greene, Mack M., M.Ed., Wilberforce State College (1948)
Gregg, Walter H., B.S., Slippery Rock State Teachers College (1948)
Greey, George Wells, M.S., Colgate University (1949)
Gross, Elmer A., M.S., The Pennsylvania State College (1950)
Groves, William H., M.A., North Georgia College (1948)

*Grugan, Joseph D., B.A., University of South Carolina (1949)
Gullion, Barton B., B.S., Washington University, St. Louis (1931)
Gustuson, Donald I., B.A., University of Hawaii (1949)
Hagan, Frank H., B.S., The Creighton University (1948)
Haislet, Edwin L., Ed.D., University of Minnesota (1947)
Hansen, Canute, D.D.S., College of the City of New York (1925)
Hanson, Raymond W., M.E., Western Illinois State Teachers College (1935)
Harder, Theodore, M.A., University of California (1949)
Harkness, William W., M.A., San Francisco State College (1949)
*Harmon, John M., Ed.D., Boston University (1933)
*Harper, Donald S., B.S., Southeastern Louisiana College (1950)
Harper, Leroy A., M.A., Kansas State Teachers College (1948)
*Harrick, Stephen, M.A., West Virginia University (1935)
Harrington, Leslie M., M.A., Brooklyn College (1947)
Hart, Charles J., M.A., Brigham Young University (1942)
*Haynes, Raymond E., M.Ed., Carnegie Institute of Technology (1950)
Heidloff, R. C., B.S., University of Virginia (1934)
*Heilman, Charles L., M.A., Drake University (1949)
*Hein, Fred V., Ph.D., American Medical Association (1948) Associate Member
*Heldman, John, Jr., M.A., University of Louisville (1948)
Henderson, Andrew J., M.A., Fisk University (1950)
Hendricks, Troy, M.Ed., University of Arkansas (1949)
*Hermance, Gilbert L., M.A. (1931)
*Hess, Lewis A., Ed.D., Ohio State University (1950)
Heyer, Charles M., M.S., Carroll College (1949)
Hickman, Harold E., M.A., Depauw University (1942)
Hicks, Curry S., Massachusetts College (1911)
*Hill, Eugene L., M.A., Illinois State Normal University (1950)
Hindman, Darwin, Ph.D., University of Missouri (1938)
Hindsman, Sam F., Jr., M.A., Arkansas Polytechnic College (1949)
Hobt, A. Watt, M.A., University of Tennessee (1928)
Hollingsworth, Cecil, M.A., University of California (1948)
Holt, Sam Boyd, B.A., Carson-Newman College (1947)
*Holter, Fredrick J., Ph.D., West Virginia University (1932)
Hoover, W. R., B.S., Kent State University (1947)
*Hope, Lyle J., M.S., Beloit College (1949)
Hoskins, Robert N., M.A., University of Virginia (1934)
House, Howard H., Ph.D., Washington State College (1932)
*House, Henry C., Jr., M.A., University of North Carolina (1950)
*Howard, Glenn W., Ph.D., Queens College (1930)
Hughes, Bernard E., Ed.D., New York State Committee on Tuberculosis (1944) Associate Member
Hughes, W. L., Ph.D., D.Sc., Temple University (1925)
Humphreys, Cecil C., M.A., Memphis State College (1947)
Hunsaker, H. B., M.S., Utah State Agricultural College (1949)
*Hunstman, Owen, M.Ed., Wabash College (1950)

Hurt, Edward, Jr., M.A., Oklahoma Baptist University (1948)
Hutchinson, John L., Ed.D., Teachers College, Columbia University (1947)
Hutto, Louis E., Ph.D., University of Maryland (1947)
Hyden, John Palmer, Vanderbilt University (1949)
*Irwin, Leslie W., Ph.D., Boston University (1947)
Jack, Hubert H., M.A., Lock Haven State Teachers College (1948)
Jackson, Chester O., Ed.D., University of Illinois (1948)
*Jamerson, Richard E., Ed.D., University of North Carolina (1935)
*Jenkins, Sidney, M.A., Denison University (1949)
Jewett, Albert L., M.A., Nebraska Wesleyan University (1949)
Johnson, Carl H., M.A., Stetson University (1949)
Johnson, Kenneth, M.Ed., Maryville College (1949)
Johnson, Ralph H., Ed.D., University of Illinois (1949)
Johnson, Thomas F., M.A., Howard University (1948)
*Jones, John O., M.S., University of Illinois, Navy Pier (1947)
*Jones, Lloyd M., Ph.D., The Pennsylvania State College (1930)
Kampf, Sol B., M.S., University of North Dakota (1949)
Kasch, Frederick W., M.S., San Diego State College (1948)
Kaywood, Richard M.A., University of California, Santa Barbara College (1944)
*Keen, Paul V., M.S., University of Oklahoma (1950)
*Keller, J. Oliver, M.A., University of Missouri (1949)
*Keller, Louis F., Ph.D., University of Minnesota (1922)
Kelly, John J., M.A., Middlebury College (1947)
Kelsey, John M., M.A., University of Miami (1925)
Kenney, Harold E., M.S., University of Illinois (1950)
Kevin, James J., M.A., Oklahoma A & M College (1941)
Keyser, Dixon B., B.S., University of Illinois, Navy Pier (1948)
Kinsey, Dan C., M.A., Oberlin College (1949)
Kinzle, Donn, B.A., Arizona State College (1949)
Kiphuth, Robert J., Yale University (1931)
Kirkpatrick, T. Bruce, M.A., Columbia University, Retired (1931) Honorary
Kistler, Joy William, Ph.D., Louisiana State University (1945)
Knorr, Frita G., M.S., Kansas State College (1948)
Kovacic, Charles R., M.A., The Ohio State University (1948)
Krokower, Hyman, Ph.D., City College of New York (1932)
Kranz, Leon G., B.P.E., Northwestern University (1930)
*Kretchmar, Robert T., Ed.D., The Ohio State University (1947)
Kromrey, John M., B.S., University of Illinois, Navy Pier (1948)
LaFond, Edmund R., B.A., Catholic University of America (1947)
Lamb, Arthur S., M.D., McGill University, Canada (1919)
Lamb, Clyde A., M.S., Ohio Northern University (1948)
*Landis, Paul E., M.A., Department of Education Safety, State of Ohio (1942) Associate Member
Landiss, Carl W., M.Ed., Texas A & M College (1948)
Langton, C. Van Norman, Ed.D., Oregon State College (1939)

La Porte, William R., M.A., University of Southern California (1924)
Larkins, Richard C., M.A., The Ohio State University (1939)
Larson, Leonard A., Ph.D., New York University (1943)
*Lasch, Henry A., M.S., Kalamazoo College (1949)
Lawlor, Fenton F., M.A., Columbia University (1947)
*Leibee, Howard C., M.S., University of Michigan (1949)
Lepley, Hollie L., M.S., University of Nebraska (1949)
*Little, George, B.A., Rutgers University (1921)
*Little, Gordon S., Cornell University (1948)
*Livingston, Walter J., B.S., Denison University (1921)
Lloyd, Frank S., Ph.D., The City College of New York (1929)
Loebs, Gilbert F., M.A., Colby College (1934)
Locke, Edwin A., M.D., Williams College (1937) Honorary Member
*Loken, Newton C., M.A., University of Michigan (1949)
Long, James W., M.A., Wake Forest College (1947)
*Lord, Norman F., B.S., Washington & Lee University (1949)
Lowe, Harold E., Ph.D., Columbia College, Columbia University (1934)
Ludwig, J. Ellwood, B.S., Bucknell University (1945)
Ludwig, Laurence T., B.P.E., University of Virginia (1929)
Luehring, Fred W., Ph.D., University of Pennsylvania (1922)
*Lumley, Albert E., M.A., Amherst College (1947)
*Lundeen, Vincent C., M.Ed., Augustana College (1950)
Lux, Lloyd H., Ed.D., Bates College (1947)
Lwellen, John O., M.A., Ball State Teachers College (1949)
*Mackey, Richard T., M.A., The Pennsylvania State College (1949)
Madden, John E., B.S., Champlain College (1948)
*Marsh, Allison W., B.A., Amherst College (1921)
Marti, Leonard R., M.Ed., University of North Dakota (1947)
Martin, J. Frederick, B.A., Wesleyan University (1924)
Masley, Arpad Louis, B.A., University of Wisconsin (1945)
*Masley, John W., M.A., The Pennsylvania State College (1947)
Mason, James G., M.A., Teachers College, Columbia University (1948)
Massey, Benjamin H., M.S., University of Illinois (1950)
Matthews, David O., M.S., Bowling Green State University (1949)
*Matthews, Jack, Ed.D., University of Missouri (1941)
McCloy, Charles H., Ph.D., University of Iowa (1929)
McCormick, Hubert J., Ed.D., Sacramento State College (1941)
McCoy, Paul O., M.S., Phillips University (1950)
McCray, R. N., B.S., The College of William and Mary (1947)
McCristal, King J., M.A., Michigan State College (1948)
McCulloch, J. Howard, M.A., Michigan State Normal College (1916)
McCurdy, Hugh G., B.S., Wesleyan University (1925)
McCuteheon, John E., University of Toronto, Canada (1949)
*McDonough, Thomas E., M.A., Emory University (1937)
McDowell, Owen W., M.A., New Haven State Teachers College (1947)
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McNamee, John J., Jr., M.A., St. Bonaventure College (1949)
Means, Louis E., M.S., University of Nebraska (1945)
*Mefort, Carlton J., M.A., Central Michigan College of Education (1949)
Mercer, E. Leroy, M.D., University of Pennsylvania (1920)
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*Messersmith, Lloyd L., M.A., Southern Methodist University (1932)
*Metcalf, Thomas N., M.A., University of Chicago (1916)
*Meyers, Carlton R., Ed.D., Yale University (1948)
Meylan, George L., M.D., Columbia University, Retired (1903), Honorary Member
*Mileham, M. Charles, M.A., University of Cincinnati (1938)
Miller, Ben W., Ph.D., American Youth Hostels (1943) Associate Member
Miller, Charles E., M.A., University of Nebraska (1948)
Miller, K. D., Ph.D., Florida State University (1949)
Miller, Lester H., Jr., B.S., University of Illinois, Navy Pier (1948)
Mitchell, William F., B.S., Ontario Agricultural College, Canada (1948)
Minnegan, Don, Ed.D., Towson Teachers College (1949)
Misar, Frank J., M.A., Stevens Institute of Technology (1948)
*Mitchell, Elmer D., Ph.D., University of Michigan (1930)
Moench, Francis J., M.A., Cortland State Teachers College (1950)
Moffett, Donovan C., Ph.D., Cortland State Teachers College (1930)
Money, C. V., M.S., Northern Michigan College of Education (1949)
Montclam, Benedict W., B.S., University of Illinois, Navy Pier (1948)
Montoye, Henry J., M.S., University of Illinois (1949)
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Moore, James W., M.S., Columbia College, Columbia University (1949)
*Moore, Victor M., M.A., Kent State University (1949)
*Morgan, C. W., M.Ed., United States Army (1940) Associate Member
Morrell, Malcolm E., B.S., Bowdoin College (2945)
Morrison, Whitelaw R., M.D., Oberlin College (1918)
*Moses, Frank W., B.P.E., Carnegie Institute of Technology (1947)
Mounton, Westcott E., M.A., Brown University (1950)
*Napolitano, Dominick J., M.A., University of Notre Dame (1948)
Nash, Jay B., Ph.D., New York University (1926)
Nesom, Guy W., M.S., Northwestern State College (1947)
*Nessley, Carl Tussing, M.Ed., Ohio University (1950)
*Nichols, John H., M.D., Oberlin College (1916)
Nixon, John E., Ed.D., Stanford University (1949)
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Peterson, Clarence T., M.S., University of Dubuque (1938)
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Post, Archibald T., University of Vermont (1936)
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Ridings, Gordon H., M.A., Columbia College, Columbia University (1932)

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Woll, Robert G., M.A., Manmouth College (1949)
Woodward, Arthur C., B.S., Eastern Washington College of Education (1942)
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Yeager, William S., B.P.E., Tufts College (1927)
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Young, Ralph H., B.S., Michigan State College (1923)
Young, Charles V. P., B.A., Cornell University (1904), Honorary Member
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